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ABSTRACT

This report describes a cooperative library project in which a public, a university, and a high school library in Oklahoma collaborated to (1) acquaint high school students, college freshmen, and other area patrons with the library resources available to them in the city of Chickasha; (2) instruct them in the use of library resources; and (3) give each participant hands-on experience in using these resources. The report identifies project goals and objectives; details the project evaluation methodology; discusses the project's effectiveness, efficiency, benefits, administration, and instructional methods; and presents ten recommendations. Appendices provide a project team questionnaire, a program presentation log, a participant evaluation form, a list of areas for possible evaluation, selected examples of project publicity, the workbook used by program participants, slide-tape scripts used in instruction, and the project's interlibrary loan policy. (FM)

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Chickasha Cooperative Bibliographic Instruction Project:

Final Evaluation

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April 15, 1981

IR009437

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PREFACE

Multitype library cooperation has been heralded as one of the most effective methods for libraries to obtain maximum benefit from limited resources. Yet, descriptions and evaluations of successful multitype library cooperative ventures that developed joint programs or services rather than direct sharing of resources are few in number. This report provides a formal review of such a project and describes, in general terms, the nature and operation of the project.

The primary purpose of the report is to identify and discuss the factors that contributed to the overall successes or weaknesses of the project, evaluate the success of the project in terms of its overall effectiveness and efficiency, and make recommendations at both the project and program level by which similar projects might profit by the knowledge gained from this project. Further, the report includes a number of appendices that provide practical information and examples of publicity, a workbook, and other items that may assist other librarians considering a similar project.

No attempt is made in this evaluation to review other similar projects and compare/contrast this project to any similar projects represented in the literature. Those wishing to obtain an overview of multitype library cooperation, a state-of-the-art review of programming for multitype library cooperation, or an analysis of the impact of this project on the topic at large will not find it in this report.

The author wishes to acknowledge the assistance and expertise of the librarians on the project team who completed the project and provided much of the information by which the report could be written. Recognition should also be given to the Oklahoma Department of Libraries that funded the project and

provided assistance to the project during its planning and implementation. Finally, the numerous officials associated with the City of Chickasha, the Public Library, The University of Science and Arts of Oklahoma, the Chickasha High School, the Public School System, the Chamber of Commerce, the various civic groups that participated in the project, and other community residents who contributed personal time and resources to the success of the project deserve a note of thanks. Without the cooperation among all of these people, the project could not have been completed successfully.

Chickasha Cooperative Bibliographic Instruction Project

Final Evaluation

Introduction

The purpose of this report is to provide a brief evaluative summary of the Chickasha Cooperative Bibliographic Instruction Project. The project was funded by the Oklahoma Department of Libraries in 1979, and extended from Summer, 1979 to Fall, 1980. Participants included the Chickasha Public Library, University of Sciences and Arts of Oklahoma Library, and the Chickasha High School Library. The project was funded for $2,020.00 as a LSCA special purpose grant. The project team included librarians from each of the above libraries.

Project Summary

This cooperative library project, directed and administered by the Chickasha Public Library, would seek to acquaint high school students, college freshmen, and area patrons with the library resources available to them in Chickasha, instruct them in the use of library resources, and give each participant hands-on experience in using these resources. A cooperative program would benefit patrons of all three libraries and acquaint them with research tools which are available in Chickasha. It would also acquaint them with materials which are available in one library, but not in another. The project would involve the Chickasha Public Library, the Chickasha High School Library, and Nash Library at the University of Science and Arts of Oklahoma.

Instructional programs would be presented to various groups by use of slide-tape presentations, lecture, instructional workbooks, and individual assistance. The various instructional materials were intended to provide a means by which residents, students, and various civic groups could be introduced to the information resources in the three libraries and become more knowledgeable about their use. The three target audiences were high school students, USAO Freshman, and Area Patrons. A more complete description of the project can be obtained from the original proposal.

Project Goals and Objectives

The long term goal of this project is (1) to make the target audience, many of them students who need to use library facilities, aware of the variety of library service available to them in Chickasha and (2) to make program participants effective users of library resoures.

The program objectives were:

1. learn about basic similarities of the three libraries. For example, all use a card catalog and have the same basic reference material.
2. learn how the libraries differ. The Chickasha High School Library and the Public Library use the Dewey Decimal classification; Nash Library uses the Library of Congress classification.
3. learn how to use the card catalog: author, title, and subject approaches.
4. learn to use standard reference tools to locate information.
5. learn to use periodical indexes.
6. learn to use the vertical file.
7. learn to locate bibliographical material.
8. learn to locate critical material on novels, plays, stories, etc.

9. use resources which are unique in each library.

Evaluation Design

A consultant participated in the development and administration of the project. Further, the consultant organized the evaluation of the project by developing an overall methodology and producing evaluation instruments that included:

1. Project Team Questionnaire (see Appendix I)
2. Program Presentation Log (see Appendix II)
3. Participant Evaluation Form (see Appendix III)

During the project, a list of "Areas For Possible Evaluation" (see Appendix IV) was developed by the consultant which summarized both efficiency and effectiveness criteria by which the project could be evaluated.

Program evaluation can be described as a process of determining the overall program's effectiveness -- its ability to accomplish stated goals and objectives, and the program's efficiency -- its use of resources to accomplish designated tasks. Further, program evaluation typically includes both formative, ongoing evaluation that can be used to modify and improve the program as it develops, and summative evaluation, or a final overview of the program to determine its value and impact.

Formative evaluation was provided directly to the project team by the consultant prior to and during the project. Specific areas addressed by this informal formative evaluation included scheduling, publicity, instructional programs, implementation, and materials content. The emphasis of this report, however, is to provide a summative evaluation which is based on the data collection instruments previously identified, the consultant's ongoing contact

with the project, and informal comments made to the consultant during the project by the project team.

Project Effectiveness

A primary evaluative component is overall program effectiveness -- did the program accomplish its stated objectives, were the required end-products made available, and did the program impact on the target audiences? Specific criteria that address these areas of program effectiveness will be discussed individually.

Accomplishment of Goals and Obectives

Increased Visibility. A number of the goals and objectives are related to increasing the visibility of the three libraries in the community -- be that in terms of simply increasing the target audience's knowledge that the library exists, as well as increasing special bibliographic skills of the audience. In terms of obtaining increased publicity/visibility, the project can be judged as quite successful. A selection of various news releases appears in Appendix V. Coverage throughout the project by local newspapers, radio, and Cable TV was excellent. Mailings of materials through the graciousness of local banks (with monthly statements) provided almost 12,000 notices of the program to area residents. Increased visibility of three libraries and the program throughout the community was accomplished.

Production of Workbook. A second criterion for effectiveness is related to the production of the workbook that was used during the instructional programs. Learn the Library Way in Chickasha (1980, 28p.) is a well-organized instructional manual that (1) presents required information about the three

libraries and (2) provides bibliographic instruction on specific reference materials in the three libraries. The format and quality of the publication is excellent; the examples are well-chosen, and the listing of "which library in Chickasha owns what" is most valuable. Overall, the production of the 200 workbooks indicate overall program effectiveness. A copy of the workbook is attached as Appendix VI.

Production of Slide-Tape Presentations. Another product from the project is the production of specific slide tape presentations:

1.	Intro: Learn the Library Way in Chickasha	73 slides	15 min.
2.	Special Collections For Special Needs	31 slides	10 min.
3.	Library Media Centers Are For Teachers Too	42 slides	10 min.
4.	Putting the Puzzle Together--Or How To Find A Book In A Hurry	72 slides	15 min.
5.	Writing a Research Paper--Getting Started	43 slides	10 min.

One set of each slide-tape and accompanying scripts (see Appendix VII) was produced for each of the three libraries. All of the presentations are of good quality, were developed to accomplish specific instructional objectives, and are well-organized and interesting. The production of these five presentations is a major contribution to the overall effectiveness of the project.

Impact of Workbook/Slide-Tape Presentations. Although the instructional products were of high quality and the publicity for the program presentations saturated the community, the attendance for the eight programs presented during October, 1980 at all three libraries totaled approximately 75 people -- indeed, at some sessions, no participants appeared. However, the slide/tape presentations also were shown to various civic groups and organizations for a

total of 485 contacts; and the slides were shown to approximately 300 high school students.

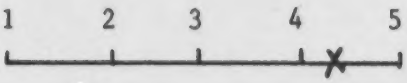
The impact of the program on participants cannot be determined because very few evaluations were completed. Of the nine participant evaluations received, all were positive about the programs, all thought they had gained important information about the libraries, and all believed that they could better use the various libraries in Chickasha. However, the limited responses available and the generally low turnout for the advertised programs in October, 1980 suggest that the impact of the programs to increase specific bibliographic knowledge of target audiences was quite limited. The impact of the program on participants, however, was significant if one wishes to generalize the few evaluations received to all participants. Either way, the number of participants in the October programs was judged by the project librarians as inadequate.

Perceived Program Effectiveness by Project Librarians. Another method to examine project effectiveness was to ask the project librarians to evaluate overall success in terms of specific objectives. Based on responses from five of the six project librarians, perceived success was rated as:

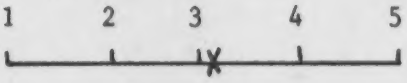
	Not at all — somewhat — completely	1	2	3	4	5
A.	Increased awareness of Chickasha residents as to community library services				X	
B.	Improved the ability of workshop participants to use library resources					X
C.	Participants learned basic similarities and differences among the three					X

libraries

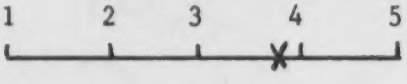
D. Participants learned how to use the card catalog



E. Obtained participation from the various target groups in the workshops



F. Participants learned how to locate specific reference sources in the various libraries



These responses reinforce the previous comment that for those who participated in the programs, objectives were accomplished. However, increased community visibility of the libraries did not necessarily lead to participation in the instructional programs.

Benefits

The project librarians perceived a number of benefits resulting from the completion of the project. These benefits are summarized from the evaluation they provided of the project:

1. Personal Benefits:

   The librarians mentioned the opportunity to become better acquainted with and to work with other librarians and to become more knowledgeable about the other libraries as the main benefit to them personally.

2. Benefits to their Library:

   All respondents mentioned the availability of the instructional materials (slide/tape programs and workbooks) for future use as the primary benefit to the library. Two librarians mentioned better understanding of the collections of other libraries as a

benefit for acquisitions purposes (i.e. to avoid duplication). Only one person mentioned anything other than these two benefits, and that was the publicity received.

These responses suggest that the librarians think of benefits for the library primarily in terms of materials and collection rather than support from the community or in terms of services offered.

3. Benefits to the Community:

The primary response here was that the publicity created a greater awareness of and interest in the library. However, this is really a benefit for the library. A benefit for the community would have been enhanced fulfillment of informational needs.

The librarians are probably assuming that greater awareness of the library will lead to fulfillment of the community's informational needs. However, awareness of the library is still one step away from the goal of meeting informational needs of the community.

4. Benefits to State Librarians:

The two predominant responses were: (1) The program demonstrated that different types of libraries can cooperate to achieve common goals; and, 2) The program and instructional materials are available to be used by other communities.

5. Benefits to Oklahoma Department of Libraries:

Although not specifically stated in the responses, ODL has obtained a number of benefits by funding the project: (1) it

now has an example of successful multitype library cooperation in the state, (2) the project shows that multitype library cooperation is possible in programming rather than traditional areas of resource sharing, and (3) evidence is available that significant cooperative activities can be accomplished on limited budget.

Indeed, a major benefit of the project is the availability of the slides/tape and workbooks through interlibrary loan. (See Appendix VIII for copy of the Interlibrary Loan Policy adopted by the project libraries).

6. Benefits to the Image of the Libraries:

The comments from patrons were generally positive in nature. Librarians reported that patrons indicated the news releases about the program on the radio and in the newspapers were influential in causing them to go the library. They also said that some participants in the program have become regular users of the library. Furthermore, a number of the informal comments by participants indicated surprise at the resources available through the libraries.

7. Political Benefits:

The involvement of a number of the various civic groups, the library board, the Chamber of Commerce, the Superintendent of School's Office, and the administration offices at USAO brought the libraries high visibility and demonstrated a successful cooperative venture among the university, the city, and the schools.

Overall, the project can be said to have accomplished its goals. The target audiences became aware of the Library Services available in Chickasha, and those who participated in the program became more effective users of Chickasha library resources. Program objectives also were accomplished recognizing the limitation of participation in the actual program sessions.

Project Efficiency

Efficiency criteria relate to allocation of resources to accomplish the various objectives. Indicators such as budget, time, administrative organization of the project, and impact of supporting the project on the libraries are of key concern here. These will be briefly discussed.

Budget Allocations

The total budget of $2,020.00 at the outset appeared to be adequate. By the end of the project, these resources were not deemed adequate by both the participating librarians and the consultant because:

1. The number of slide-tape presentations and length were expanded during project development.
2. Production costs for the workbook were significantly larger than expected.
3. Expected time commitments to the project by the coordinator, librarians, and consultant were underestimated.

It has been estimated that an additional amount of $400-$500 was contributed indirectly for supplies, materials, and copying by the participating libraries and a direct allocation of $223 was provided by USAO and the Superintendent of Schools for additional publication costs of the workbook. Further, the costs to the libraries in term of staff hours donated by individual project librarians were significant and not reimbursed through the budget (see below).

In terms of producing five slide-tape presentations with Scripts, a Bibliographic Workbook, and presenting the programs throughout the community for a total price of $2,020.00, overall efficiency of resource allocation can be considered to be outstanding. Clearly, the above products and programs could not be developed by commercial firms for that price.

Time Commitments

The time commitment to the project can be examined in two different perspectives. First, the project was originally scheduled from August, 1979 to April, 1980. However, actual project duration lasted until October, 1980 or six months longer than planned. Reasons for the delay included:

1. Increased requirements for slide-tape presentations.
2. Staff vacancies at one library which placed additional job-related demands on the project librarians.
3. Coordinator leaving the project for another position in June, 1980.
4. Difficulty with establishing clear lines of responsibility for project tasks.

The combination of these factors caused a number of time delays. The impact from items 2 and 3 could not be avoided; those from items 1 and 4 could have been reduced. In the view of this writer, after the loss of the coordinator who had responsibility for producing the slide-tapes, some administrative coordination and organization of the project was lost, resulting in some time delays.

A second criterion has to do with the amount of time committed to the project by the librarians over the year and one-half period. The librarians did not maintain a record of their time involvement and at the end of the project, estimated <u>average</u> involvement as 12-14 person/days for each. In the view of this writer, this figure is <u>significantly</u> under-estimated; actual time probably

approached 20 days each and perhaps significantly more by some. Further, it does not include time commitments by the media instructor at USAO who provided much input at the outset of the project, or the individual who developed the project logo (see Appendix IX).

Records maintained by the consultant indicate a total of seven meetings of which he was a part (typically 2-3 hrs. each) held at Chickasha -- and numerous additional meetings were held. Indeed, the consultant had a time commitment of 8.1 days to the project for planning, advise, meetings, etc., NOT including an additional two days to produce the final evaluation. Thus, it is likely that much greater time was spent by the librarians on the project than actually reported.

The librarian evaluations frequently mentioned the difficulty of accomplishing project tasks and meeting job requirements at the same time. Three of the five respondents noted that significant personal time was devoted to the project because during work hours, ongoing work-related duties had to be met. All librarians indicated that they had to work overtime to keep up with both library and project responsibilities. One wonders what expenses are incurred by the individual libraries to support staff in the project in terms of staff time, reduced services, or other "intangible" costs.

Although specific cost figures cannot be provided, it is fair to say that the libraries subsidized a significant portion of the project costs. Further, if the librarians had not been highly dedicated to the project and provided personal time and energy, it is likely that the project would not have been completed.

Project Administration

All the respondents to the librarian evaluation mentioned the unrealistic original time schedule as a primary problem. They felt that too much was attempted in too short a time. Further, they recognized that the work load was unevenly distributed -- some ended up with duties and tasks that had not been adequately completed by others. Other problems mentioned by the librarians included a lack of effective communication among the project team, no clear leadership after the coordinator left the project in June, 1980, and difficulty scheduling project tasks into daily responsibilities.

These responses suggest that "what we would like to do" is not the same as "what we can realistically do." At the outset, the project products were expanded, and then one of the individuals who had primarily responsibility to produce the slide programs left the project team. Further, each of the participating libraries clearly are understaffed and underfunded. In one instance, considerable time had to be devoted to training new library staff while the project was being developed. The addition of the project to staff responsibilities could be expected to cause some frustration given these existing conditions.

Another difficulty was a lack of clear overall responsibility for the project. A team cannot be held responsible -- only an individual. At times, the consultant provided planning schedules and leadership but by not being onsite, such administrative actions may have been ineffective. Further, the role of Oklahoma Department of Libraries (ODL) in terms of providing direct guidance and administrative assistance was not clear -- for what specific types of assistance was it responsible? Apparently, the expectations among the project team, ODL, and the consultant were, at times, different.

Yet, despite the above-mentioned administrative difficulties, the bottom line is that the specific products of the project were completed, the publicity was produced, and the programs presented throughout the project. The consultant noted excellent group processes by the team, good give and take, and an ability of group members to work effectively with one another. Once again, individual dedication and commitment to the project overcame any administrative difficulties.

Technical Quality of the Product

One criterion that should be considered is the actual technical quality of the slide-tape presentations and the workbook. As previously mentioned, the workbook is well-done, professionally typeset and laid out, short but concise, and found to be an effective means to assist in bibliographic instruction during the programs, as well as being a useful reference tool for participants after leaving the program.

The slide-tape presentations were not judged by the librarians to be of as high quality as perhaps desirable. A number of the slides required retakes, and on some, exposure problems were noted. After the initial production of the slides (and the absence of the coordinator), difficulties were encountered to retake slides, obtain slides of new or replacement individuals in the original slides, and critically evaluate the quality of the slides. Indeed, without the assistance of the media instructor at USAO, additional difficulties would have been likely. Nonetheless, the slides and tapes were satisfactory, although improvements could still be made in fuller scripts, clearer slides, and higher quality tapes.

Other Factors Contributing to Project Success

Another aspect of the project should be considered regarding overall project successes. Such aspects tend to be intangible, but are significant factors that relate to successful cooperative multi-type library projects. The following conditions were present in this project, and in the opinion of this writer, help to explain why the project was successful:

1. Participants from each of the three libraries obtained results that benefited their library.

2. The librarians initiated the project, agreed to participate in the project on a voluntary basis, and wanted it to be successful.

3. The project plan took into consideration the existing strengths and weaknesses of the libraries, and allowed each to contribute in areas where it was strongest.

4. The top administrators of each library participated, from the outset, in the project and provided institutional resources to assist the project.

5. A number of the project team participants already had high visibility in the community and with some political leaders.

6. Project objectives and program objectives were clearly stated and referred to throughout the project.

7. The project team participants had an existing sense of trust among themselves since they had worked together in the same community for a number of years.

8. The project team contributed personal time, personal commitment, and "extra effort" to help make the project a success.

9. The project team was able to "bounce back" and persevere through some difficulties encountered during the project.

These factors might be kept in mind when evaluating the potential for success of similar projects. Clearly, the above listed factors are ones that cannot be planned or budgeted in a proposed project; yet, their importance should not be ignored.

Summary

In terms of effectiveness, the project produced the expected results in terms of community publicity, the workbook, the slide-tape presentations, and demonstrating that multitype library cooperation for bibliographic instruction can be achieved. And although the image of all three libraries is likely to have been increased in the community by this cooperative venture, the impact of the programs on target audiences had limited success. The ongoing problem of "encouraging" community members to take advantage of library services is evident in this project.

The efficiency of the project in terms of the budget was exceptionally high. A great deal of personal work, the production of the workbook and slide-tape presentations, and the integration of the libraries into the community was obtained for the modest amount of $2,020.00. Although some difficulties were encountered with the administration of the project and the technical quality of the slide-tape presentations could have been better, the project was completed and implemented; that the project could not be completed on its expected schedule is a recognized trade off: increased effectiveness (better and increased slide-tape presentations and publicity) for less efficiency (more time).

Overall benefits from the funding of this project include: (1) increased visibility of the libraries in Chickasha, (2) development/encouragement of cooperative attitudes among the librarians in the three libraries, (3) production of a workbook and five slide-tape presentations that can be used as models for other communities wishing to replicate the project, (4) better combined use of reference resources at the three libraries for community residents, (5) the project can be used as an example by ODL to encourage other libraries to develop similar programs, (6) increased professional competency of

the librarians regarding audio-visual skills, workbook production, and group processing, and (7) increased the bibliographic skills of target audiences that participated in the programs, and (8) establishing an effective base for additional cooperative ventures among the three libraries.

Program Recommendations

1. Any similar projects should develop program implementation strategies that take the programs to the people. The expectation that community residents will come to the library for bibliographic instruction is not realistic. When the programs were used outside the library at designated Civic or other meetings, contact was significantly increased.
2. Inclusion of community leaders, public school and university educators, and other lay participants on the project team should be considered as a strategy to (1) help direct the content of the programs, and (2) assist in the publicity of the programs. Such a strategy appears to have some potential to increase the overall success of the programs.
3. During project development and prior to ODL approval/funding of cooperative projects, clear responsibilities for the person(s) who will administer the program must be established. In multitype library cooperation, such administrative consistency and leadership is essential.
4. News Releases/Publicity regarding the project should be disseminated around the state to inform other libraries about the project and how it was done, as well as a means to encourage the loan of the slide-tapes and workbook.
5. One member of the project team should be designated to maintain and update the slides-workbook in order that these instructional materials can continue to be used. Specific tasks would include: updating the workbook

with new reference materials or changes in specific library procedures; retaking slides of different reference materials or new personnel; and maintaining overall control of the project products.

6. The Oklahoma Department of Libraries should purchase a complete set of the slide-tape presentations and workbook, make them available on interlibrary loan, and present the material as appropriate throughout the state.

Project Recommendations

1. Building on Project Success. Although this project has come to a successful conclusion, strategies should be developed by ODL to maintain and build upon the change that has taken place, insure that project products are updated, and use the results from this project as a stepping stone to develop additional cooperative activities. With insignificant additional resource allocation, ODL can develop a program to continue the efforts of the three cooperating libraries and encourate additional types of cooperative activities. Indeed, this project should be seen as an "investment" in multitype cooperative activities which now can be built upon; not to do so is to lose the benefits resulting from the experience and knowledge gained over the length of the project.
2. Consultant Involvement in Projects. ODL should carefully consider the appropriate role for consultants in projects such as this one. Whether that consultant be from ODL or private, a clear sense of (1) expected time commitments, (2) role as advisor or participant, and (3) relationship to project administration, should be determined. Clearly, in a number of instances, providing (or encouraging) consultant involvement in projects such as this assists the project team, keeps the project on track, encourages innovative approaches, improves scheduling and planning, and

assists overall morale and enthusiasm. Indeed, it is likely that provision of consultant involvement throughout the project can be a significant factor that contributes to project success.

3. Reward Structures. The Oklahoma Department of Libraries should devise means to increase rewards to libraries that successfully complete projects such as this. The amount of personal effort contributed to the project is a tribute to the individual librarians; however, ODL presents a reward structure that suggests "winning the project award" is adequate (and the only) reward. Whether additional rewards are personalized letters to each participant, the librarian's supervisors, or more tangible rewards, increased techniques and strategies are needed to recognize the work done by those participating in such projects.

4. Evaluative Follow-up. As a means of improving procedures regarding special purpose grants and determining long range impacts of funding projects such as this, ODL should provide a follow-up evaluation of the project in terms of benefits and impacts one year from date. Such data can assist ODL in planning and funding projects, identify factors that tend to predict project success, and determine specific impacts of projects over time--in terms of the project's ability to maintain or continue benefits resulting from the original project.

APPENDICES

I. Project Team Evaluation Questionnaire

II. Program Presentation Log

III. Participant Evaluation Form

IV. Areas For Possible Evaluation

V. Selected Examples of Project Publicity

VI. Workbook

VII. Slide-Tape Scripts

VIII. Interlibrary Loan Policy

IX. Project Logo

APPENDIX I

CHICKASHA BIBLIOGRAPHIC PROJECT

PROJECT TEAM QUESTIONNAIRE

Directions: Please answer each of the following questions in as much detail as possible. It is important that you try to provide as complete information for each question as possible.

1. Describe, in your opinion, specific benefits resulting from the completion of the project for each of the following:

   To you personally:

   To your library:

   To the Chickasha Community:

   To the State and Profession at large:

2. Please describe any problems that were encountered in the organization, planning, and administration of the project.

3. What techniques would you suggest as a means to increase community participation in the actual workshops?

4. In your opinion, was the budget of $2,100 adequate to accomplish the project's objectives? In what specific areas were additional resources necessary or could less resources have been adequate?

5. What effect did participation in this project have on maintaining daily responsibilities in your library?

6. Estimate the total number of days you have contributed specifically to this project over its entire length.

_____DAYS

7. Listed below are the goals of the project as stated in the original proposal and in the evaluation procedure. Please circle the number that, in your opinion, represents the degree to which the goal was accomplished.

	Not at all		somewhat		completely
A. Increased awareness of Chickasha residents as to community library services	1	2	3	4	5
B. Improved the ability of workshop participants to use library resources	1	2	3	4	5
C. Participants learned basic similarities and differences among the three libraries	1	2	3	4	5
D. Participants learned how to use the card catalog	1	2	3	4	5
E. Obtained participation from the various target groups in the workshops	1	2	3	4	5
F. Participants learned how to locate specific reference sources in the various libraries	1	2	3	4	5

8. Assume that another community is about to repeat the bibliographic instruction project between their public, school, and academic library, that you have just completed. What specific suggestions would you offer to them to improve the project?

9. What do you plan to do with the slide/tape programs and the workbooks in the next year?

10. Please list specific examples of how participation in the project improved the image of your library (refer to specific comments made by other individuals, publicity, or other instances).

APPENDIX II
CHICKASHA COOPERATIVE BIBLIOGRAPHIC INSTRUCTION

PROGRAM PRESENTATION LOG

DATE	NAME OF PROGRAM PRESENTOR	PLACE OF PRESENTATION	WHICH SLIDE/TAPE PROGRAMS PRESENTED?	PROGRAM LENGTH	NUMBER OF PARTICIPANTS	INFORMAL COMMENTS AS TO OVERALL PROGRAM SUCCESS
28						

NOTE: THIS FORM IS TO BE COMPLETED BY PROGRAM PRESENTOR EVERY TIME A SLIDE/TAPE PROGRAM IS PRESENTED!!!!!!!!!!!!!!!!

PARTICIPANT EVALUATION

APPENDIX III

1. Check the appropriate boxes in the following three categories that best describes YOU.

SEX	AGE		OCCUPATION	
( ) Male	( ) 10-20	( ) 46-60	( ) student	( ) Farmer/Rancher
( ) Female	( ) 21-45	( ) 61- above	( ) housewife	( ) Salary/Hourly worker
			( ) Business person	( ) Retired
			( ) Other: _____	

2. Did this program increase your awareness of library books and materials in the Chickasha libraries?

( ) yes
( ) somewhat
( ) no

3. Did this program increase your awareness of library services that can be provided to you by Chickasha's Librarians?

( ) yes
( ) somewhat
( ) no

4. Will you be better able to use the Chickasha libraries as a result of this program?

( ) yes
( ) maybe
( ) no

5. If you used the Workbook during the program, did it help you to better understand how to find a specific book or answer specific reference questions?

( ) yes
( ) somewhat
( ) no

6. Please use the space below to provide us with any additional comments about the program or means by which the program can be improved.

COMMENTS

THANK YOU FOR COMPLETING THIS FORM !!!!

APPENDIX IV

Chickasha Cooperative Bibliographic Instruction
Areas for Possible Evaluation

A. PROGRAM GOALS

1. Did the program make the target audiences aware of the library services available to them in Chickasha?

2. Did the program improve the ability of the target audiences to use library resources?

B. PROJECT OBJECTIVES

1. Did the participants learn basic similarities among the three libraries such as the card catalog and basic reference material?

2. Did the participants learn how the libraries differ, such as classification systems?

3. Did the participants learn how to use the card catalog in terms of subject, author, and title approaches?

4. Do participants know how to use the veritical file?

5. Do participants know how to locate biographical material in the various libraries?

6. Can participants locate critiques on movies, novels, plays, stories, etc.?

7. Can participants identify specific reference resources that are unique to a given library such as:

   High School: Great Events, Current Events
   Public Library: Standard & Poors
   USAO: CIS, ASI, ERIC

C. SLIDE-TAPE PROGRAM OBJECTIVES

1. General Reference Materials

   a. To recognize basic reference sources and their function.

      1. Encyclopedias

      2. Dictionaries

      3. Indexes (Readers' Guide to Periodical Literature)

b. To recognize specialized reference tools in various subject areas.

1. Subject encyclopedias (sports, social sciences)

2. Special dictionaries

3. Indexing services (CIS, Play Index, Short Story Index, Biography Index, Granger's Indes to Poetry, etc.)

c. To know features to look for in using reference tools.

1. Guide to abbreviations and symbols

2. Copyright data or period of time covered

3. Maps, charts, diagrams, illustrations

4. Index

d. To recognize that the library can offer information referral.

1. Hot-line service through TEGO

2. Community resources

2. Special Collections

a. To recognize special collections within the libraries for meeting special needs of the community.

1. Genealogy

2. Business - investment

3. Materials relating to implementaion of P. L. 92-142 - mainstreaming the special student into the classroom.

4. Career

b. To explain basic resources available for genealogical research.

1. How-to books

2. 1900 Oklahoma Censur

3. Genealogy Helper

4. Handy Book for Genealogists

c. To know that assistance is available through the librarian and community resources.

3. Writing a Research Paper - Getting Started

   a. To identify the basic steps of getting started on research.

   b. To identify the basic library tools needed in doing research.

   c. To identify the function of the working bibliography for the final paper.

4. How to Find a Book

   a. To identify function and arrangement of the card catalog.

      1. Three points of access to an item (author - title - subject)

      2. Types of information on the catalog card

      3. Cross reference cards

   b. To understand the function of the classification system

      1. Dewey
      2. Library of Congress

      } To identify parts of the call number

   c. To recognize location symbols on the call number

5. General Introduction

   a. To recognize the three major library resource centers in Chickasha and to differentiate their purposes and means of support

   b. To recognize some of the key library staff

   c. To locate the three libraries in Chickasha

   d. To explain similarities and differences of the resources available, such as encyclopedias, indexes, magazines, card catalog, books, and audio-visuals.

   e. To recognize other basic services available such as meeting rooms, OTIS and ODL

   f. To recognize the cooperation among the three libraries and their concern for meeting the information needs of the people of Chickasha

6. For the Teacher

   a. To identify resources the library can offer the teacher in meeting student needs.

b. To identify steps the teacher can take to help the librarian be able to assist most effectively.

c. To recognize special collections the library holds:

1. Audio-visuals

2. Microfiche

3. Professional

D. CONTACT HOURS WITH PARTICIPANTS

1. High School Students

2. USAO Students

3. Area Patrons

4. Total number of individuals contacted

E. ATTITUDE CHANGE IN PARTICIPANTS

1. Knowledge of 3 libraries before/after participation

2. Attitude toward importance of information services

3. Attitude toward importance of library services

4. Attitude toward amount/type of information available to Chickasha residents

5. Perception of participants as to overall benefit of the program

F. INCREASED VISIBILITY OF PUBLIC LIBRARY/HIGH SCHOOL LIBRARY/USAO LIBRARY

1. Items of publicity put in newspapers and radio

2. Brochures sent to area residents (with form to get more information)

3. Sample of residents as to having heard of the program

4. Requests to show program or have speakers by individuals in the community

5. Requests for information from other librarians as to nature of program

G. RECOMMENDATIONS FOR SIMILAR PROGRAMS TO BE DONE IN THE FUTURE

APPENDIX V

SELECTED EXAMPLES OF PROJECT PUBLICITY

THE CHICKASHA DAILY EXPRESS, Sunday, September 30, 1976

CHICKASHA LIBRARIANS AND CIVIC LEADERS are pleased to receive a check for $2,100 from the Oklahoma Department of Libraries to the Chickasha Public Library for the funding of a new and unique project called "Learn the Library Way in Chickasha." Left to right are Dr. Floyd Coppedge and Dr. Roy Troutt of the University of Science and Arts of Oklahoma; Dickey Powell, principal of Chickasha High School; Jim Parker, mayor of Chickasha; Mrs. Jimmie Welch, librarian for Chickasha Public Library; Don Fox, chairman of the Chickasha Public Library Board; Pam Brooks, librarian for Chickasha High School; and Bill Martin, director of Nash Library at USAO.

THE CHICKASHA DAILY EXPRESS, Tuesday, August 21, 1979

NASH LIBRARY on the campus of the University of Science and Arts of Oklahoma was the scene for what else but a librarians meeting. The librarians met to plan ways to inform the public of available library resources and how to use those resources. Those pictured are: (seated left to right) Dr. Charles McClure, University of Oklahoma Library; Martha Woltz, USAO; Pam Brooks, Chickasha High School library; and (standing left to right) Bill Martin, Nash Library, USAO; Jimmie Welch, Chickasha Public Library; Dr. Alan Todd, director of media services, USAO; and Colleen Montgomery, Nash Library, USAO. Dr. McClure is assisting with the cooperative effort between the Chickasha public library, the Chickasha High School library and Nash Library in the program funded by the Oklahoma Department of Libraries.

THE CHICKASHA DAILY EXPRESS, Tuesday, October 9, 1979

Chickasha 'Enthused' Over Logo

"The exciting new logo-slogan of "Building a Brighter Tomorrow in Chickasha Today" has enthused the town as seldom in recent history," states William A. Martin, Jr., director of libraries for USAO.

It has also influenced the various librarians in Chickasha to ask: "How can we better share materials and serve the people of the Chickasha area?" "How can we especially help those in the 16-22 years age bracket?"

Pam Brooks, Chickasha High School librarian; Jimmie Welch, Chickasha Public Library librarian; Martin, Colleen Montgomery, and Martha Woltz together with Dr. Alan Todd of USAO are trying to answer those questions.

They proposed to the Oklahoma Department of Libraries a project entitled "Learn the Library Way in Chickasha."

This was unique in Oklahoma, according to Martin, and was funded in the amount of $3,100.

The object of this program is to present to the people of the Chickasha area information of what is the same in these three types of libraries, what is unique in each of these libraries, and how do you use the materials?

For example, Chickasha High School Library has a vast amount of information about vocations.

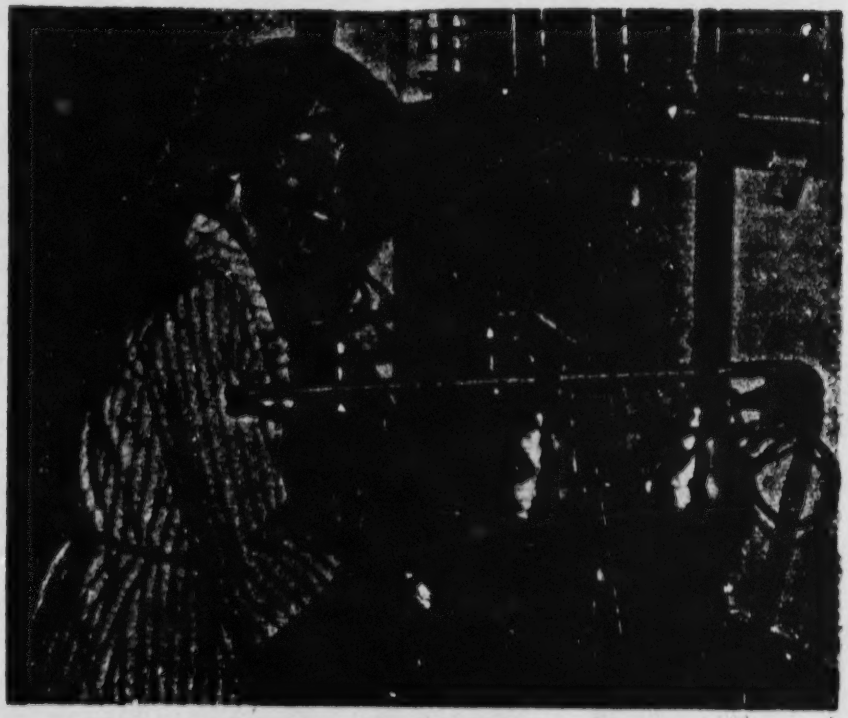
The Chickasha Public Library has materials on investments.

The USAO Library has indexes that can 'get at' the publications of Uncle Sam, hearings before the Congress, or statistics produced for the use of Congress. They also have geneological materials. "How can I find out about Uncle Harry?"

The object of this unique program, "Learn the Library Way in Chickasha," is to share the total of library resources with everyone in the Chickasha area and to teach them how to use these materials.

The sessions will be held later in the year. They will include slide-tape presentations with an opportunity to work with the materials discussed.

At least one of these presentations will be suitable for use with the various service club meetings for it will tell about libraries in Chickasha and perhaps of their contribution to "Building a Brighter Tomorrow in Chickasha Today."



PAM BROOKS of Chickasha High School Library is pictured preparing slided to be used with the "Learn the Library Way in Chickasha" which is a joint project of the University of Science and Arts of Oklahoma Nash Libary, Chickasha Public Library and Chickasha High School Library.

Chickasha Star Oct 25, 1979

JIMMIE WELCH of the Chickasha Public Library and William Martin of the Nash Library at the University of Science and Arts of Oklahoma in Chickasha are pictured preparing materials for "Learning the Library Way in Chickasha."

THE CHICKASHA DAILY EXPRESS, Wednesday, October 31, 1979

LEARN THE LIBRARY WAY IN CHICKASHA is a joint project of the USAO library, Chickasha Public Library and the Chickasha Public Schools. Librarians of the three institutions are working together to prepare presentations to acquaint the public with the resources available in the libraries of Chickasha. Martha Woltz and Colleen Montgomery are pictured preparing handbooks for the special project.

City Libraries Prepare Program For Lions Club

Mrs. Jimmie Lee Welch showed a slide program at the Chickasha Lions Club luncheon meeting Tuesday noon at Chickasha Hotel Coffee Shop.

The program was prepared as a cooperative project involving the Chickasha Public Library, USAO Nash Library and the Chickasha High School Media Center, with funds from the Oklahoma Public Library Board.

Mrs. Welch said in her comments the three libraries work together in providing information to the public. Area residents are able to obtain information on almost any subject, technical as well as general. All three libraries have a varied supply of fiction books.

The USAO Nash Library is funded by the board of regents and has available a considerable amount of research and statistical information as well as files on back issues of papers and magazines.

Chickasha High School has a large supply of information on career fields as well as specific information on academic material on career fields as well as specific information on academic material at the high school level, books of all types, film strips, magazines and all types of fiction books.

The public library, funded by the city of Chickasha, is governed by the library board and includes general reference books, children's books and some technical information of interest to business and profession people as well as a large number of fiction and non-fiction books.

Nash Library, the USAO library, has 85,000 publications and one of the best equipped libraries in the area.

Bill Martin, program chairman, introduced Mrs. Welch. Other guests included Gladys Lawler, high school librarian; Colleen Montgomery, assist librarian for technical services; and Martha Woltz, assistant librarian for public services, both at USAO; and Andrea Riggo, children's librarian at the Chickasha Public Library.

Other guests included Carmen Foster, who will be participating in the Region 8 AAU Junior track meet at Cape Girardeau, Mo.; Wayne Cobb, East Central State University basketball coach, Ada; Gene Robbins, college relations director at Southeastern at Durant; Jim Moore, assistant superintendet of Canadian Valley Vo-Tech school here; Cuffy Waid of Lawton; and Odell Splawn.

Local Libraries Sponsoring Library Educational Program

The staffs of the Chickasha Public Library, the Chickasha High School Library and the University (USAO) Library announce they are offering the citizens of Grady and the surrounding counties an opportunity to learn more about materials that are freely-easily available in their local libraries. It is called "Learn the Library Way in Chickasha."

You will learn something of what is in each, learn what is alike in each, what is distinctive in each and how to use these or any other type of library. It will be unique and experimental program designed especially for Chickasha and the surrounding area.

It is the only such project in Oklahoma. As far as is known, Oklahoma (Chickasha) is again leading the nation in providing a cooperative learning experience for its total citizenry. It is for Chickashains (Oklahomans) of all ages and interests.

These sessions will be divided into two parts, each part being held on a separate evening. A portion of each session may be rather specialized in order that particular needs for information may be met. This project will have four interests groups with each goup meeting twice.

The first of the learning sessions will be from 4 to 6 p.m. Tuesday, Oct. 7, at the high school library. The second session of this group will meet from 4 to 6 p.m., Tuesday, Oct. 14, in the Chickasha Public Library.

These first sessions will cover such topics as how to find information in any library, various libraries in Chickasha, sources of career information, term papers and how to find information for term paper topics.

The first session of the next group will meet from 7 to 9 p.m., Thursday, Oct. 9 at the Public Library with the secon meeting of the group from 7 to 9 p.m. Thursday, Oct, 16, at the USAO Nash Library. This group will also learn about libraries in Chickasha, how to find business information (stocks and bonds), genealogy and how the use the university library resources.

The third session will be from 7 to 9 p.m. Tuesday, Oct. 21, at the high school library and the same hours on Tuesday, Oct. 28 at the Public Library. These will deal with term paper-how to do research before writing, how to find information in magazines (sources and how to use them) and more information of other sources in any of the libraries.

The final group will meet form 7 to 9 p.m., Thursday, Oct. 23, at Nash Library and the same hours on Thursday, Oct. 30, in the Public Library. This group will cover magazine articles, literary criticism and special materials in leterature.

All of these programs will have a slide-tape presentation with guide books for some practical "how to do it" kind of experience in libraries. It is anticipated that anyone who attends two sessions will be able to better use any of the libraries in Chickasha and, thus, libraries any place. They will also be better able to help themselves to find specific information for and about their special interest. Reservations for an opportunity to attend may be made by calling the Chickasha Public Library at 224-6424.

Individuals are invited to call the Chickasha Public Library at 224-6424 to reserve a place in any of these free programs designed to increase your skills and knowledge of what the various Chickasha libraries offer. Select a program and call the Chickasha Public Library.

This cooperative program was funded by the Oklahoma Department of Libraries, (Beverly Jones, coordinator), with study-guide printing assistance by the Chickasha School Board, Edgar Turley, superintendent, and the University of Science and Arts of Oklahoma, Dr. Roy Troutt, president.

The project was designed and created by the Chickasha High School Librarians-Pam Brooks and Gladys Lawler, Chickasha Public Librarian Jimmie Lee Welch, and the library at OSAO. Martha Woltz, Colleen Montgomery and William Martin. They were assisted by Dr. Charles McClure of the Oklahoma University School of Library Science with media consulation by Dr. Alan Todd of USAO.

Bookmarks given away at the various libraries and included in monthly bank account statements sent to Chickasha area residents:

FREE***FREE***FREE***FREE***

LEARN THE LIBRARY WAY IN CHICKASHA!

WHAT IS IT?

An opportunity to learn about libraries in Chickasha and how to use them.

WHEN & WHERE:

SESSION 1 (4-6 p.m.)

Oct. 7 - High School Library

Oct. 14 - Public Library

Topics-Careers, term papers, general reference.

SESSION 2 (7-9 p.m.)

Oct. 9 - Public Library

Oct. 16 - USAO Library

Topics-Business, general reference, genealogy

SESSION 3 (7-9 p.m.)

Oct. 21 - High School

Oct. 28 - Public Library

Topics-term papers, general reference, magazine articles

SESSION 4 (7-9 p.m.)

Oct. 23 - USAO Library

Oct. 30 - Public Library

Topics-General reference, magazine articles, literary criticism

To make a reservations or for more information call:

CHICKASHA PUBLIC LIBRARY

224-5424

Project Brochure distributed to Chickasha area residents

Are your ancestors in the card catalog?

Is there up to date stock and bond information in Chickasha?

Can you find out what Congress is doing?

Where can you find what it takes to be a _____?
(fill in your vocational choice)

YES----------IT'S FREE----------FREE----------FREE!!!!!!

By attending the sessions of your choice you will learn ----------

A. How to use the card catalog.
B. How to find a book.
C. How to use special resources and indexes.
D. The basic steps for writing term papers.
E. How to use business information resources.
F. Use of genealogical tools.
G. And much more.

This cooperative program was funded by the Oklahoma Department of Libraries (Beverly Jones-coordinator) with study-guide printing assistance by the Chickasha School Board - Edgar Turley, Superintendent, and University of Science and Arts of Oklahoma. It was designed and created by the Chickasha High School Librarians Pam Brooks and Gladys Lawler, Chickasha Public Librarian, Jimmie Lee Welch, and the Library staff of USAO, Martha Woltz, Colleen Montgomery and William Martin. They were assisted by Dr. Charles McClure of the Oklahoma University School of Library Science with Media consultation by Dr. Alan Todd at USAO. Logo created by Ron Kemper of the Duplicating Department of the University of Science and Arts of Oklahoma.

Learn everything you always wanted to know about how to use a library -

WELL ALMOST!

LEARN

THE

LIBRARY WAY

IN

CHICKASHA

▲ ▲ ▲

A Cooperative Program

University Library ▲ ▲ ▲ ▲ ▲ ▲ Public Library▲ ▲ ▲ ▲ ▲ ▲ ▲High School Library

DATES	TIME	PLACE	TOPICS
Session 1 (Tuesday) Oct. 7 and 14	4 - 6 P.M.	7th - High School 14th - Public Library	Careers, term papers, general reference
Session 2 (Thursday) Oct. 9 and 16	7 - 9 P.M.	9th - Public Library 16th - USAO Library	Business, genealogy, general reference
Session 3 (Tuesday) Oct. 21 and 28	7 - 9 P.M.	21st - High School 28th - Public Library	Term papers, magazine articles, general reference
Session 4 (Thursday) Oct. 23 and 30	7 - 9 P.M.	23rd - USAO Library 30th - Public Library	General reference, magazine articles, literary criticism

For further information and to register for one or more sessions, please call the Chickasha Public Library.
Phone 224-5424

Brochure sent to teachers in twenty-two area public schools

September 8, 1980

TO: Our friends in the public schools in and around Chickasha, Oklahoma

FROM: The librarians in Chickasha: Public, School and University

ABOUT: "Learn the library way in Chickasha"

The librarians in Chickasha would like to invite you and to ask you to invite your students together with your other faculty, to share an exciting and innovative new program called "Learn the library way in Chickasha." This media, discussion, study-guide presentation is designed to show what is distinctive in each type of library, what is the same in each type of library, and how to use these or any other library. Each of the sessions will be in two parts. A portion of each will be general (introduction to Chickasha's libraries) and a portion will be of something that will be of special interest to each person attending that session. Topics to be covered will concern genealogy, business information, term papers, vocational information, stocks and bonds. Thus it is hoped there will be something for everyone. The "everyone" can be of any age. Below is a schedule of the sessions, what they will cover, and where they will be held. You and your students are invited to call the Chickasha Public Library at 224-5424 to make a reservation for the sessions of your choice. If you should find these times are not suitable, special sessions can be arranged by calling the Public Library. These could be this fall, next spring, or whenever it might be most convenient to you. We hope you will find an opportunity to come to the libraries. Please share this information with your students as well as fellow faculty.

Schedule for "Learn the library way in Chickasha"

Dates	Time	Place	Topics
Session 1. (Tuesdays) Oct. 7 and 14	4-6 p.m.	7th - High School 14th - Public Library	Careers, term papers, general reference
Session 2. (Thursdays) Oct. 9 and 16	7-9 p.m.	9th - Public Library 16th - USAO Library	Business, genealogy, general reference
Session 3. (Tuesdays) Oct. 21 and 28	7-9 p.m.	21st - High School 28th - Public Library	Term papers, magazine articles, general reference
Session 4. (Thursdays) Oct. 23 and 30	7-9 p.m.	23rd - USAO Library 30th - Public Library	General reference, magazine articles, literary criticism

For the Chickasha Public Library
Jimmie Lee Welch

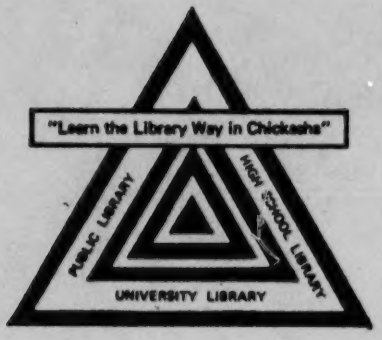
For the Chickasha High School Library
Gladys Lawler

For the University Library
William Martin, Martha Woltz, and
Colleen Montgomery

APPENDIX VI: WORKBOOK

LEARN THE LIBRARY WAY IN CHICKASHA

STUDY GUIDE



A Cooperative Program

Chickasha Public Library Chickasha High School Library University Library, USAO

LEARN THE LIBRARY WAY IN CHICKASHA was developed with assistance from the following individuals and organizations:

Chickasha Public Library
Jimmie Lee Welch

Chickasha High School Library
Gladys Lawler
Pam Brooks

University of Science and Arts of Oklahoma
William A. Martin, Jr., Nash Library
Colleen Montgomery, Nash Library
Martha Woltz, Nash Library
Dr. Alan Todd, Media Consultant
Ron Kemper, Logo Design

Consultants
Dr. Charles McClure, School of Library Science, University of Oklahoma
Beverly Jones, Oklahoma Department of Libraries

This project was funded by a grant from the Oklahoma Department of Libraries with additional assistance provided by the Chickasha Public Schools, Edgar Turley, Superintendent, and by the University of Science and Arts of Oklahoma.

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This instruction booklet and study guide is the result of a cooperative project between the Chickasha Public Library, the Chickasha High School Library, and Nash Library at the University of Science and Arts of Oklahoma. Many library resources are available to the citizens of the Chickasha area. Often, however, people are not aware of these resources, and they are not aware of the special collections which exist in each library. The purpose of this booklet, then, is two-fold:

1. to acquaint the people of the Chickasha area with the resources in each library, and
2. to help them use these library resources more effectively.

The librarians of the Chickasha Public Library, the Chickasha High School Library, and Nash Library at USAO hope that you will find this booklet informative and helpful as you use the libraries for research and for recreation.

CHICKASHA PUBLIC LIBRARY

Address:	527 Iowa (6th Street & Iowa)	
Phone:	224-5424	
Hours:	Monday, Tuesday, Thursday	9 AM to 9 PM
	Wednesday, Friday	9 AM to 6 PM
	Saturday,	10 AM to 2 PM
	Reduced summer hours (may vary)	
Services:	Interlibrary loan	Children's story hour
	Copy machines	Paperback exchange
	Microfilm reader	Art prints & cassettes
	Microfiche reader/printer	may be checked out
	Meeting rooms	

Area residents are eligible to fill out family library cards, which are kept on file at the Library Circulation Desk. Checkouts are limited to three books on one subject. However, checkouts on fiction books are not limited.

CHICKASHA HIGH SCHOOL LIBRARY

Address:	Borden Park (19th and Chickasha Avenue)	
Phone:	224-1981	
Hours:	Monday - Friday	8:00 AM - 3:30 PM during school term
Services:	Interlibrary loan	
	Copy machine	
	Microfiche reader/printer	
	Professional education collection	

The holdings at the High School Library are designed primarily to meet the curricular and informational needs of the students and faculty.

If requested information is not obtainable at the Public Library or at Nash Library, the librarians will contact the High School Library. Regular checkout privileges are limited to Chickasha High School students and faculty.

NASH LIBRARY

Address:	East side of campus	
Phone:	224-3140	
	extension 261	
Hours:	Monday - Thursday	8 AM to 10 PM
	Friday	8 AM to 5 PM
	Sunday	3 PM to 10 PM
	Summer and vacation hours vary	
Services	Interlibrary loan	
	Copy machine	
	Microfilm reader/printer	
	Microfiche reader/ printer	

The primary purpose of Nash Library is to serve the students and faculty of USAO; however, area residents are also welcome to use its resources.

CLASS SCHEMES

The Dewey Decimal Classification system is used at both the Chickasha Public Library and the Chickasha High School Library, while the Library of Congress classification system is used at Nash Library. Both classification schedules group materials by subject.

DEWEY DECIMAL CLASSIFICATION

000	Generalities, (including: Libraries, Journalism, General encyclopedias, and magazines)	400	Languages
		500	Pure Science
		600	Applied Science
100	Philosophy and related fields	700	Art
		800	Literature
200	Religion	900	History
300	Social Science		

LIBRARY OF CONGRESS CLASSIFICATION

A.	General Works	L.	Education
B.	Philosophy and Religion	M.	Music
C.	History	N.	Fine Arts
D.	History, General and World	P.	Literature
E.	History of America	Q.	Science
F.	History of America	R.	Medicine
G.	Geography, Anthropology, Folklore, & Recreation	S.	Agricultural Science
H.	Social Science	T.	Technology
J.	Political Science	U.	Military Science
K.	Law	V.	Naval Science
		Z.	Bibliography & Library Science

Both call number schemes use a combination of numbers and letters. The call number provides an "address" for the material in the library. Books on the same subject are housed together.

2. USING THE CARD CATALOG

The card catalog is your guide to all the books and other materials in the library. The Chickasha Public Library card catalog is divided by Author/Title/Subject. At the Chickasha High School Library and Nash Library, the card catalog is in one alphabetical sequence.

Special location symbols may be included in the call number. Librarians at each library will give assistance in locating materials.

The card catalog is the key to finding all the materials in the library. It is a cabinet of small drawers in some central place in the library, in which cards are filed alphabetically. From using the card catalog, you can determine whether the library has a particular book or some other form of information on a special subject. To make the card catalog easy to use, books are generally listed in the catalog by three approaches--author, title, and subject.

A few simple filing fules will help you use the card catalog. The articles a, an, and the , are not considered when filing. For example, A Tale of Two Cities would be filed under T.

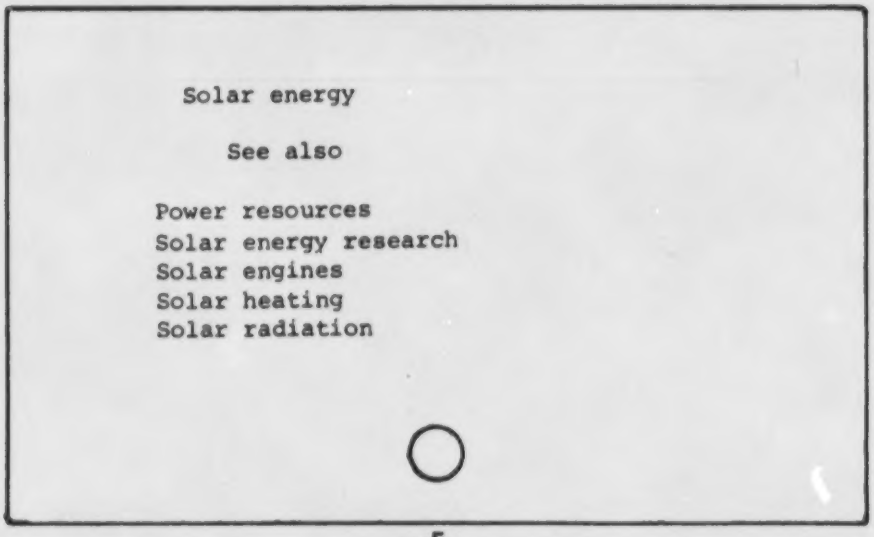
Titles that begin with numbers or abbreviations are filed as if they were spelled out. For example, 101 Dalmations would be filed under One. Also, words like St. Nicholas and U. S. would be found under Saint or United.

Last names beginning with Mc may be filed as they were spelled Mc or Mac . Different libraries may file them differently. If you do not find the name McPherson filed as Mc , then look as if it were spelled MacPherson and so filed.

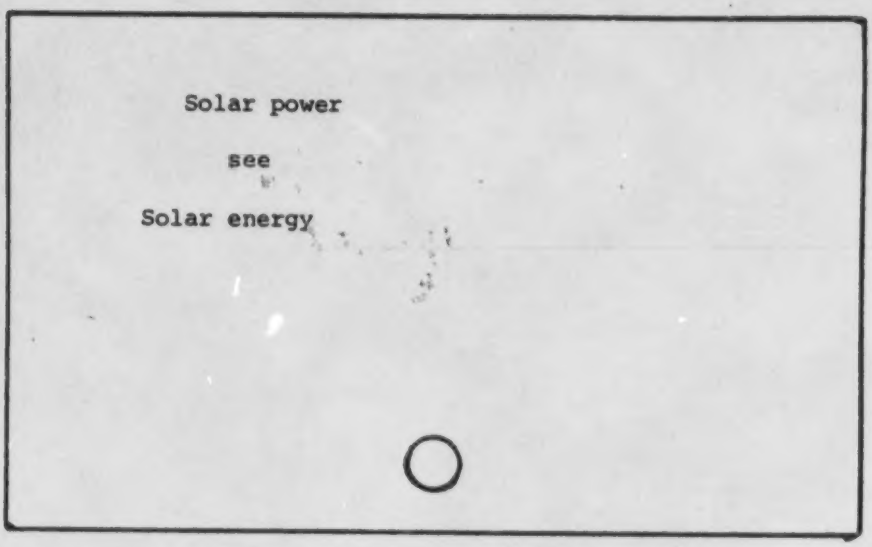
Nothing comes before something; the space between words is counted as nothing. So you would look for All is Well before Allan Jones, and Go Tell it on the Mountain before Gone with the Wind.

If you know who wrote the material you are looking for, or you want to know all the material the library has by a certain person, look under his or her last name. If there are several authors with the same last name, cards for their books are filed by last name, then alphabetically by the first names. If an author has written several books, the cards will be filed under his or her name and then alphabetically by title.

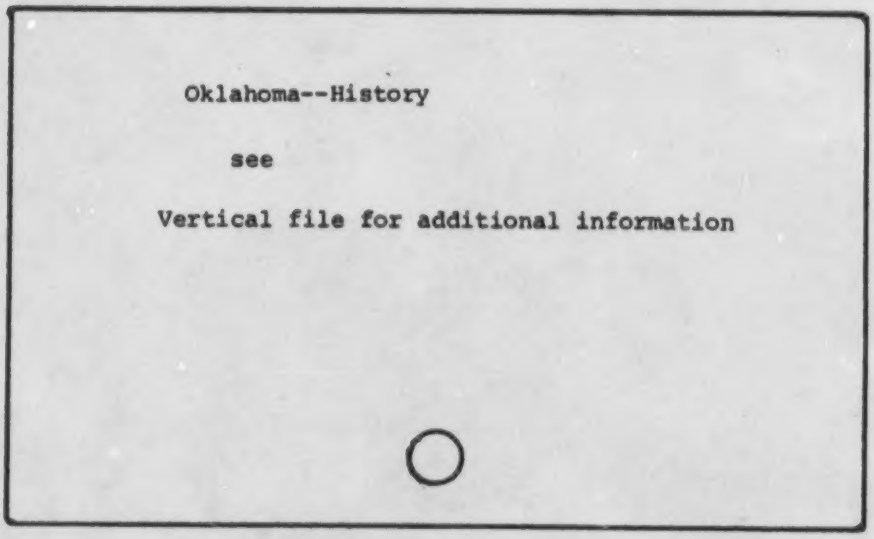
If you are interested in finding material on a particular subject the subject cards will help you. To find a subject heading used in the library, the card catalog often contains some special cross reference cards. For example, if you looked for information under SOLAR ENERGY, you might find a card similar to the following illustration.



Another kind of cross reference card will refer you to related subject (s) the library also has, as illustrated in the following example.

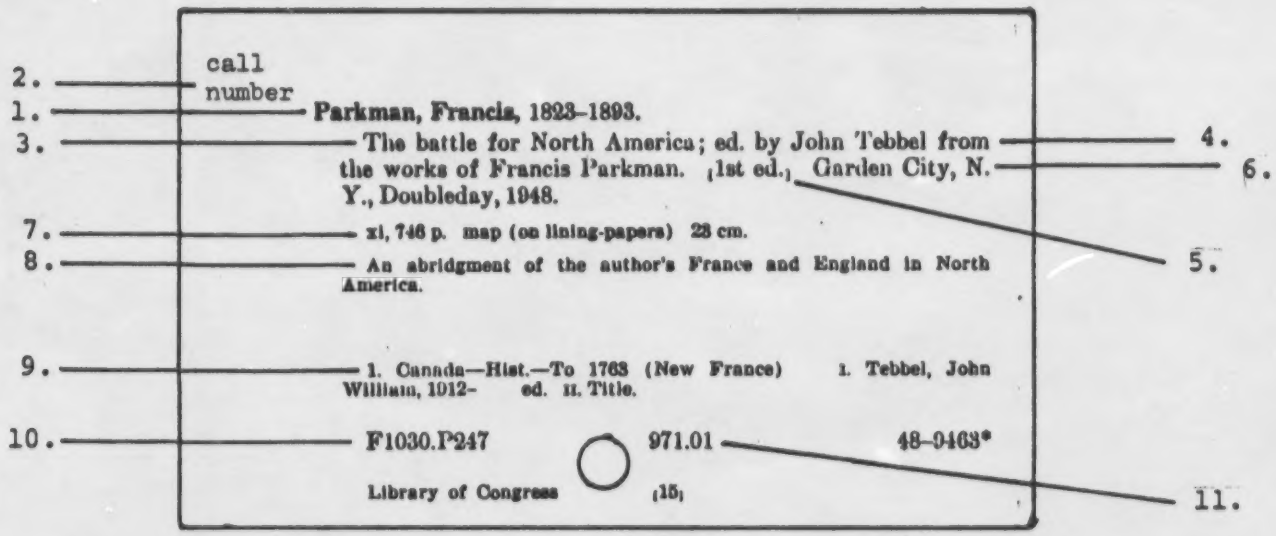


Other reference cards may give various other kinds of information that will aid you in your search for information. For example:



One important deviation in the alphabetical order of subject cards in the card catalog occurs in the historical subjects. Historical subtopics are arranged chronologically under the main subject.

An individual catalog card can be very informative about the material it represents. There may be times when extra information will help you decide, BEFORE YOU LEAVE THE CARD CATALOG TO SEARCH FOR THE BOOK, whether or not a particular book or other material will be useful, as the following example illustrates.



1) main entry heading: author's name inverted, with his birth and death dates.
2) call number, an aid to locating the material within the library.
3) title of the book, including any subtitle.
4) author statement, including other contributors (editor, illustrator, etc.)
5) edition statement.
6) place of publication, followed by publisher and date of publication.
7) collation, giving the physical description of the book.
8) notes area, providing additional information.
9) tracings; arabic numbers are subject headings; roman numerals are added entries.
10) Library of Congress call number.
11) Dewey Decimal classification number.

The following two pages list author names, titles, or subject headings to be used in card catalog exercises. Find a title of a book written by the listed authors and write it in the blank area provided. The areas headed CPL, CHS, and NASH are for call numbers. Depending in which library you locate the title, write the call number under CPL (Chickasha Public Library), CHS (Chickasha High School Library) or NASH (Nash Library, USAO). Continue in the same way with the Title and Subject Heading sections.

AUTHOR	TITLE	CPL	CHS	NASH
Tolkien, John Ronald Reuel				
Burnford, Sheila Every				
Freud, Sigmund				
Poe, Edgar Allen				
Skinner, Burrhus Frederic				
	GONE WITH THE WIND			
	CAINE MUTINY			
	ONE FLEW OVER THE CUKOO'S NEST			
	FUTURE SHOCK			
	THE GREEK WAY			

SUBJECT HEADINGS	AUTHOR	TITLE	CPL	CHS	NASH
Indians of North America					
Tennis					
Photography					
Ecology					

3. USING DICTIONARIES, ENCYCLOPEDIAS, ALMANACS, ATLASES, AND GEOGRAPHICAL DICTIONARIES

DICTIONARIES

Dictionaries contain lists of words in alphabetical order. The meanings and pronunciations of words are given, and the dictionary shows how words are divided into syllables. Some dictionaries may show how words are used in speech or writing and how the word came from other languages into our language. They may also trace the changes in the meaning of a word from the way it was used centuries ago to the way it is used now.

Large dictionaries which try to include every word in the language are called unabridged dictionaries, while the smaller, abridged ones try to limit themselves to the more commonly used words.

Examples of unabridged dictionaries:
RANDOM HOUSE DICTIONARY OF THE ENGLISH LANGUAGE
WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY
OXFORD ENGLISH DICTIONARY

ENCYCLOPEDIAS

A general encyclopedia is often the best place to start research on a subject. Each article is written by a specialist in the field and provides a comprehensive introduction to the subject. It usually summarizes and synthesizes information from a variety of sources and provides a selective bibliography for further reading. These articles are helpful for getting a broad over-view of a subject before starting research on one aspect of it.

Examples of multi-volume encyclopedias:
ENCYCLOPAEDIA BRITANNICA
ENCYCLOPEDIA AMERICANA
WORLD BOOK ENCYCLOPEDIA
COLLIER'S ENCYCLOPEDIA

Examples of one-volume encyclopedias:
THE LINCOLN LIBRARY OF ESSENTIAL INFORMATION
THE NEW COLUMBIA ENCYCLOPEDIA

Encyclopedias for special subject areas also exist. Some examples of these are THE ENCYCLOPEDIA OF EDUCATION, THE ENCYCLOPEDIA OF PHILOSOPHY, THE ENCYCLOPEDIA OF WORLD ART, and THE INTERNATIONAL ENCYCLOPEDIA OF THE SOCIAL SCIENCES.

ALMANACS

Almanacs are annual volumes of current and retrospective information, facts, and statistics. While almanacs are best used to answer simple questions of current or historical fact, the variety and diversity of information they contain is amazing. They tend to focus on information that changes and must be brought up to date. No two almanacs contain exactly the same material, so it is often necessary to use more than one. Some of the most popular and best known general almanacs are the following:

INFORMATION PLEASE ALMANAC
READER'S DIGEST ALMANAC
WORLD ALMANAC AND BOOK OF FACTS

ATLASES AND GEOGRAPHICAL DICTIONARIES

An atlas is a collection of maps which may be current or historical and which may cover the world or any section of the world. Atlases may include population charts, air distance tables, economic and political distribution maps and much more.

Some well known atlases are the following:

NEW YORK TIMES ATLAS OF THE WORLD
ATLAS OF AMERICAN HISTORY
RAND MCNALLY COMMERCIAL ATLAS AND MARKETING GUIDE
HISTORICAL ATLAS (BY WILLIAM H. SHEPHERD)
HISTORICAL ATLAS OF OKLAHOMA

A geographical dictionary is a dictionary that gives only geographical information. It will tell the location of cities, rivers, mountains, etc., but it does not include maps. A well known geographical dictionary is WEBSTER'S NEW GEOGRAPHICAL DICTIONARY.

TEST YOUR SKILL IN USING DICTIONARIES, ENCYCLOPEDIAS, ALMANACS, ATLASES, AND GEOGRAPHICAL DICTIONARIES

DICTIONARIES

1. Choose one of the following words. Find 2 meanings for the word you pick and find how to correctly divide it into syllables.

   a. eminence

   b. granulation

   c. hierarchical

   d. nutation

ENCYCLOPEDIAS

2. Answer one of the following questions. Be certain to give the source of your answer.

   a. From which country are Gypsies believed to have come originally?

   b. When was the Liberal Republican Party organized? Who was their first nominee for President?

   c. What is Walpurgis night? When does it occur?

ALMANACS

3. Answer one of the following questions. Give the source of your information.

   a. What is the zip code of Ashland, Kentucky?

   b. Which horse won the Kentucky Derby in 1977?

   c. Who won the Nobel Prize for Literature in 1976?

ATLASES AND GEOGRAPHICAL DICTIONARIES

4. Answer one of the following questions. Give the source of your information.

   a. Where can a large map of Australia be located? On which coast of the country is Darwin located?

   b. What is Mombasa? Where is it located?

   c. List the names of 3 sites where Civil War battles occurred in Indian Territory.

4. LOCATING A MAGAZINE ARTICLE

Much valuable information is contained in the magazine collection of libraries. Since the latest research usually appears in magazines (or periodicals) long before it is published in book form, a person should not overlook this source of information. But the valuable information in magazines would be impossible to find if good indexes were not available. The most frequently used index is THE READERS' GUIDE TO PERIODICAL LITERATURE.

READERS' GUIDE is an author and subject index, arranged in alphabetical order, to a large number of widely read magazines. To locate an article, look up the author or subject in READERS' GUIDE. Copy the information found in the entry. The following example will illustrate the type of information given:

> ATOMIC power
> Time to find solutions. R. F. Bacher. Bull
> Atom Sci 36: 46-7 F '80
>
> This entry gives you the following information:
> Title of article: Time to find a solution.
> Author's name: R.F. Bacher
> Name of magazine: BULLETIN OF THE ATOMIC SCIENTIST
> Volume number: 36
> Page number: 46-47
> Date of publication: February 1980

The next step is to locate the issue of the magazine in which the article appeared. Ask the librarian to show you where the back issues of magazines are kept.

If you understand how to use READERS' GUIDE, you will find that you can easily use the other indexes. Some of the most often used and special indexes are described below.

BIOGRAPHY INDEX: a subject index to biographical material in periodicals and books.

EDUCATION INDEX: an author and subject index to educational material appearing in periodicals.

GENERAL SCIENCE INDEX: a subject index to magazine articles in the field of astronomy, biology, botany, chemistry, earth science, environment and conservation, food and nutrition, mathematics, medicine and health, oceanography, psychology, and other areas of science.

HUMANITIES INDEX: an author and subject index to periodical articles in fields of archaeology and classical studies, folklore, history, language and literature, philosophy, religion, and theology.

NEW YORK TIMES INDEX: an alphabetical index of subjects, persons, and organizations that have appeared in news stories in the NEW YORK TIMES.

SOCIAL SCIENCES INDEX: an author and subject index to periodical articles in the fields of anthropology, economics, environmental science, geography, law and criminology, medical science, political sciences, psychology, public administration, and sociology.

TEST YOUR SKILL IN LOCATING MAGAZINE ARTICLES

READERS' GUIDE

Pick one of the following questions and locate the needed information. Be certain to record all of the information you would need to locate the magazine articles.

a. Where can two reviews of the movie SLOW DANCING IN THE BIG CITY be found? I think it was released in 1978 or 1979.

b. Where can I find a recent magazine article on electronic music?

c. I'm thinking about buying a microwave oven. Where can I find some recent information about them? I need 2 different sources of information.

5. LOCATING BIOGRAPHICAL INFORMATION

When you need information about a person, the library has many sources. Book-length biographies of a person can be found in the card catalog by looking under the person's last name. However, if a book about the person is not available or you need only a little information, there are other places to look. You can make your search easier by catagorizing the person according to the following characteristics:

Nationality?
Living or dead?
Occupation?
Known primarily within a particular subject, field or geographic area?
Recently in the news?

Some well-known sources of biographical information are the following:

GENERAL

CURRENT BIOGRAPHY
INTERNATIONAL WHO'S WHO
WEBSTER'S BIOGRAPHICAL DICTIONARY

AMERICAN

DICTIONARY OF AMERICAN BIOGRAPHY
NATIONAL CYCLOPEDIA OF AMERICAN BIOGRAPHY
WHO'S WHO IN AMERICA
WHO'S WHO IN THE SOUTH AND SOUTHWEST
WHO WAS WHO IN AMERICA

BRITISH

DICTIONARY OF NATIONAL BIOGRAPHY
WHO'S WHO

SPECIAL GROUPS

GREAT NORTH AMERICAN INDIANS
WHO WAS WHO IN AMERICAN SPORTS
THE NEGRO ALMANAC
CONTEMPORARY ARTISTS
WHO'S WHO IN AMERICAN ART
GROVE'S DICTIONARY OF MUSIC AND MUSICIANS
ALMANAC OF AMERICAN POLITICS
BIOGRAPHICAL DIRECTORY OF THE AMERICAN CONGRESS
CONGRESSIONAL DIRECTORY
INTERNATIONAL YEARBOOK AND STATESMEN'S WHO'S WHO
JUSTICES OF THE U.S. SUPREME COURT 1789-1969
LEADERS IN EDUCATION
AUTHOR BIOGRAPHIES MASTER INDEX
CONTEMPORARY AUTHORS
CONTEMPORARY DRAMATISTS
CONTEMPORARY NOVELISTS
CONTEMPORARY POETS
CYCLOPEDIA OF WORLD AUTHORS
DICTIONARY OF LITERARY BIOGRAPHY
WORLD WHO'S WHO IN SCIENCE

TEST YOUR SKILL IN LOCATING BIOGRAPHICAL INFORMATION

Pick one of the following questions to answer. Be certain to give the source of your information.

1. Where can I locate some information about Howard A. Jarvis? He led the Proposition 13 tax revolt in California in 1978.

2. When was Henry Bellman first elected to the U. S. Senate from Oklahoma? Did he ever serve in the Oklahoma Legislature?

3. I'm writing a paper about the novel HOUSE MADE OF DAWN by N. Scott Momaday. Where can I find some biographical information about Momaday?

6. LOCATING BOOK REVIEWS AND LITERARY CRITICISM

Three basic types of reviews can be found. The lengthy, critical review considers all the main points of a book and compares it to others in the same field. The strengths and weaknesses of the book are brought out by the reviewer. This type of review is usually found in specialized subject periodicals. The journalistic or popular review normally runs 500 to 1000 words. Reviews in the NEW YORK TIMES BOOK REVIEW and TIME are examples of a popular review. The third type of review is intended specifically for librarians. This short type of review runs about 50 to 100 words. Normally it indicates content and possible use, and it may or may not be evaluative. Reviews of this type are found in LIBRARY JOURNAL and CHOICE.

BASIC BIBLIOGRAPHIC INFORMATION

Certain basic information is required before searching for a book review:

1. What is the full name of the author?
2. What is the exact title of the book?
3. When was the book originally published?

The following sources may be helpful in locating information about the author's name, the correct title, or the publication date. Some can also provide helpful background information.

BOOKS IN PRINT
CUMULATIVE BOOK INDEX
ENCYCLOPEDIA OF WORLD LITERATURE IN THE TWENTIETH CENTURY
OXFORD COMPANION TO AMERICAN LITERATURE
OXFORD COMPANION TO CLASSICAL LITERATURE
OXFORD COMPANION TO ENGLISH LITERATURE
OXFORD COMPANION TO FRENCH LITERATURE
READER'S ENCYCLOPEDIA
READER'S ENCYCLOPEDIA OF AMERICAN LITERATURE

BOOK REVIEWS

BOOK REVIEW DIGEST is a good place to begin your search for a book review because it not only gives references to reviews, but also includes a short summary of the book and quotations from the reviews. You may find enough information to make it unnecessary to track down the reviews themselves. BOOK REVIEW DIGEST emphasizes books and reviews for the general reader rather than the specialist. Only books published in the U. S. that have received several reviews are included. Each volume is arranged alphabetically by author and there is a title and subject index in the back.

For example, if you are looking for reviews of ROOTS by Alex Haley, published in 1976, you would find a list of reviews and quotations from them in the 1976 volume of BOOK REVIEW DIGEST.

Sample entry:	Haley, Alex. ROOTS. "Haley's story of how he came to write the book and of the demanding research he undertook is more beguiling to this writer than is the story of his family..." L. L. King SAT R 3:20 S 18 '76 2100w
Explanation:	The list of abbreviations at the front of the volume tells you SAT R is the SATURDAY REVIEW. A 2100 word review by L. L. King appears on page 20 of the September 18, 1976 issue (volume 3).

OTHER SOURCES OF CRITICAL INFORMATION ABOUT LITERARY WORKS

CAMBRIDGE HISTORY OF AMERICAN LITERATURE
CAMBRIDGE HISTORY OF ENGLISH LITERATURE
CONTEMPORARY LITERARY CRITICISM
LIBRARY OF LITERARY CRITICISM
LITERARY CRITICISM AND AUTHORS' BIOGRAPHIES
LITERARY HISTORY OF THE UNITED STATES
MASTER PLOTS: 2010 PLOT STORIES AND ESSAY REVIEWS
PENGUIN COMPANION TO AMERICAN LITERATURE
PENGUIN COMPANION TO CLASSICAL ORIENTAL AND AFRICAN LITERATURE
PENGUIN COMPANION TO ENGLISH LITERATURE
PENGUIN COMPANION TO EUROPEAN LITERATURE
READER'S ENCYCLOPEDIA OF SHAKESPEARE
SURVEY OF CONTEMPORARY LITERATURE
TWENTIETH CENTURY LITERARY CRITICISM

INDEXES TO LITERARY CRITICISM IN BOOKS AND MAGAZINES

These indexes contain bibliographies - that is, references to other books and magazines - of critical information about short stories, novels, plays, and poetry.

AMERICAN DRAMA CRITICISM
AMERICAN NOVEL
CONTEMPORARY NOVEL
DRAMATIC CRITICISM INDEX
ENGLISH NOVEL EXPLICATION (and supplement volumes)
HUMANITIES INDEX
MAGILL'S BIBLIOGRAPHY OF LITERARY CRITICISM
POETRY EXPLICATION
SHORT FICTION CRITICISM
TWENTIETH CENTURY SHORT STORY EXPLICATION

The following example, taken from POETRY EXPLICATION, illustrates a typical citation from one of these indexes:

Sample entry:	ELIOT, T.S. "The Love Song of J. Alfred Prufrock" Charles C. Walcutt, " Eliot's 'The Love Song of J. Alfred Prufrock,' " COLLEGE ENGLISH, XIX (Nov., 1957). 71-72
Explanation:	This entry tells us that an article about Eliot's poem appeared in Volume 19 of COLLEGE ENGLISH in November 1957. The article, which was written by Charles C. Walcutt, appeared on pages 71 and 72.

TEST YOUR SKILL IN LOCATING BOOK REVIEWS AND LITERARY CRITICISM

Answer one of the following questions. List (a) where the critical articles or reviews can be located and (b) the names of any indexes you used to locate the articles.

1. Where can I find 2 book reviews of NOTES OF A NATIVE SON by James Baldwin? I want reviews that appeared soon after it was published in 1955 or 1956.

2. Where can I find critical information about William Blake's poem "The Tiger." I need 2 sources.

3. I need some critical information about TAMING OF THE SHREW. Where can I locate 2 sources of information?

7. USING THE VERTICAL FILE

Each library in Chickasha has a Vertical File, or pamphlet file. Vertical files contain clippings from many sources, federal and state government publications, pamphlets, reports from companies and organizations. A separate file may be devoted to state and local history.

For example, you might find that the Vertical File contained several government pamphlets on "consumer education," clippings and pamphlets about "drugs," and the annual report of the "United States Steel Corporation."

TEST YOUR SKILL IN USING THE VERTICAL FILE

Locate information from the vertical file on one of the following topics.

Automobiles

Birth control

Earthquakes

Euthanasia

First aid

Gardening

Insurance

Medicare

Motorcycles

Muscular dystrophy

Suicide

Television

Wind power

8. LOOKING FOR YOUR ANCESTORS

The search to discover more about the branches and roots of your family tree can begin at a library in Chickasha. If you have never done genealogical research before, a "how to" book would be useful. Check the card catalog (and the vertical file) under "genealogy" to discover what information is available. Also, the maps and atlases in libraries may be useful in locating a town or a county boundry line. Newspapers may give obituary notices, marriage and birth announcements, and other useful information.

GENEALOGICAL BOOKS FOR BEGINNERS:

American Genealogical Research Institute. HOW TO TRACE YOUR FAMILY TREE.
American Society of Genealogists. GENEALOGICAL RESEARCH, METHODS AND SOURCES.
Colket, Meredith. CREATING A WORTHWHILE FAMILY GENEALOGY.
Consumer Guide. TRACING YOUR ROOTS.
Dixon, Janice T. PRESERVING YOUR PAST.
Doane, Gilbert H. SEARCHING FOR YOUR ANCESTORS.
Everton, George B. THE HANDY BOOK FOR GENEALOGISTS.
Helmbold, F. Wilber. TRACING YOUR ANCESTRY.
Jones, Vincent L. FAMILY HISTORY FOR FUN AND PROFIT.
Kelley, Harold H. IN SEARCH OF YOUR FAMILY TREE.
Kirkham, E. Kay. SIMPLIFIED GENEALOGY FOR AMERICANS.
Linder, Billy R. HOW TO TRACE YOUR FAMILY HISTORY.
Pine, L. G. THE GENEALOGIST'S ENCYCLOPEDIA.
Westin, Jeane. FINDING YOUR ROOTS.
Williams, Ethel W. KNOW YOUR ANCESTORS.

NEWSPAPERS

Nash Library at USAO has the CHICKASHA DAILY EXPRESS from 1900 to the present and the DAILY OKLAHOMAN from 1918 to the present.

CENSUS INFORMATION

The Chickasha Public Library has the entire census for 1900 to Oklahoma Territory and Indian Territory on microfilm.

9. RESOURCES UNIQUE TO EACH LIBRARY IN CHICKASHA

Although many reference sources can be found at all three libraries in Chickasha, some resources are unique to each library. Some of the major special collections and their locations are listed below.

CHICKASHA HIGH SCHOOL LIBRARY

The GREAT EVENTS EDITION OF THE NEW YORK TIMES on microfiche contains articles from the NEW YORK TIMES back to the 1860's. Subject and title access to these is made available through the card catalog. A study guide accompanying the set provides article summaries, discussion questions, and supplementary projects.

The CURRENT EVENTS EDITION OF THE NEW YORK TIMES on microfiche is updated each month. This edition carries international and national news including news stories, personality-oriented articles, and covers subjects in science, education, sports, and the arts. It includes an index and study guide.

CAREER MATERIAL--The Chickasha High School Library media center contains a career corner which has a career file, career-related books, college catalogs and bulletins, and the state sponsored VIEW program. The Oklahoma VIEW program (Vital Information of Education and Work) is a collection of career information which reflects the occupational condition in Oklahoma and gives current objective information on over 520 occupations and programs.

CHICKASHA PUBLIC LIBRARY

Investment information from STANDARD AND POOR'S CORPORATION

CORPORATION RECORDS: 6 volumes of detailed financial histories of all important investor-interest corporations; regularly updated with current developments.
STOCK AND BOND GUIDES: monthly statistical summaries of stocks and bonds.
OUTLOOK: one of America's formost weekly investment advisory publications.
STATISTICAL SERVICE: daily high, low and close of stock price indexes.
FIXED INCOME INVESTOR: corporate or municipal bond rating is current assessement of credit worthiness of an obligor with respect to specific debt obligations.
DAILY DIVIDEND RECORD: cumulative dividend payments announced periodically.
DIRECTORY OF DIRECTORS: 3 volumes

1. corporate listings
2. individual
3. indexes

TAYLOR'S ENCYCLOPEDIA OF GOVERNMENT OFFICIALS consists of bound volumes for each year with all Federal political positions listed alphabetically by the name of the state. It is updated throughout the year. This service includes a toll free number which the library may call for information too current to be included.

The 1900 CENSUS OF POPULATION for Oklahoma Territory and Indian Territory is available on microfilm.

NASH LIBRARY - USAO

The following resources are indexes to information which can be obtained on microfiche. Microfiche readers are available in all Chickasha libraries.

The CONGRESSIONAL INFORMATION SERVICE INDEX (CIS) covers publications of the U. S. Congress. It indexes Hearings, Committee Prints, Reports, and Documents issued by the House, Senate, and Joint Committees. These may include a multitude of topics: legislation to establish an international emergency food reserve, the Clean Air Act, drug abuse prevention and treatment programs in prisons, hearings on the safety of nuclear energy, and much more.

The AMERICAN STATISTICS INDEX (ASI) covers the statistical publications of the U. S. government. This means that the data of more than 400 government agencies is available through ASI. For example, you may be interested in data about population trends, statistics on education, or data about the impact of inflation.

RESOURCES IN EDUCATION is the index to ERIC documents, a source of useful research and information on all topics related to education. Information on educational topics from early childhood through college can be found here.

To obtain information from CIS, ASI, or ERIC, follow this procedure:

a. Use the index to locate the item you wish to read.
b. Give the number of the item to the Reference librarian or another librarian on duty.
c. In a few days you will receive a microfiche copy of the information you have requested. There is no charge for the CIS and ASI microfiche. There may be a small charge for ERIC documents.

10. WHICH LIBRARY IN CHICKASHA OWNS WHAT

Each reference mentioned in the guide is listed below. A check indicates which library in Chickasha owns the title. CHS is Chickasha High School; CPL is the Chickasha Public Library; Nash is the library at USAO.

TITLE	CHS	CPL	NASH
Almanac of American Politics		x	x
American Drama Criticism		x	x
American Novel: a checklist			x
American Statistics Index			x
Atlas of American History	x	x	x
Author Biographies Master Index	x		x
Biographical Directory of the Am. Congress		x	x
Biography Index			x
Book Review Digest	x	x	x
Books in Print	x	x	x
Cambridge History of American Literature	x	x	x
Cambridge History of English Literature	x	x	x
Census - Okla. & Indian Territories (1900)		x	
Chickasha Daily Express		last five years	1900-present
Collier's Encyclopedia	x	x	x
Congressional Directory		x	x
Congressional Information Service Index			x
Contemporary Artists			x
Contemporary Authors	x		x
Contemporary Dramatists			x
Contemporary Literary Criticism		x	x
Contemporary Novel: a checklist		x	x
Contemporary Novelists		x	x
Contemporary Poets	x		x
Creating a Worthwhile Family Genealogy			x
Cumulative Book Index		x	x
Current Biography	x	x	x

TITLE	CHS	CPL	NASH
Current Events Edition of the New York Times	x		
Cyclopedia of World Authors	x	x	x
Daily Oklahoman	current only	last 2 yrs.	1918-present
Dictionary of American Biography	x	x	x
Dictionary of Literary Biography	x	x	x
Dictionary of National Biography	x		x
Dramatic Criticism Index	x		x
Education Index			x
Encyclopaedia Britannica	x	x	x
Encyclopedia Americana	x	x	x
Encyclopedia of Education			x
Encyclopedia of Philosophy			x
Encyclopedia of World Art		x	x
Encyclopedia of World Lit. in the 20th Century	x		x
English Novel Explication		x	x
Family History for Fund and Profit		x	x
Finding Your Roots		x	x
Genealogical Research, Methods, and Sources			x
Genealogist's Encyclopedia		x	
General Science Index			x
Great Events Edition of the New York Times	x		
Great North American Indians		x	x
Grove's Dictionary of Music	x	x	x
Handy Book for Genealogists		x	x
Historical Atlas by William Shepherd	x		x
Historical Atlas of Oklahoma	x	x	x
How to Trace Your Family Tree	x		x
Humanities Index			x
In Search of Your Family Tree	x		x
Information Please Almanac	x	x	x
International Ency. of the Social Sciences	x		x
International Who's Who			x
Int. Yearbook & Statesmen's Who's Who			x
Justices of the U.S. Supreme Court 1989-1969			x
Know Your Ancestors			x
Leaders in Education			x
Library of Literary Criticism	x	x	x
Lincoln Library of Essential Information		x	
Magill's Bibliography of Literary Criticism		x	x
Masterplots: 2010 Plot Stories & Essay Reviews	x	x	x
National Cyclopedia of American Biography			x
Negro Almanac			x
New Columbia Encyclopedia	x		x
New York Times Atlas of the World	x		x
New York Times Index			x
Oxford Companion to American Literature	x	x	x
Oxford Companion to Classical Literature	x		x
Oxford Companion to English Literature		x	x
Oxford Companion to French Literature	x		x
Oxford English Dictionary			x
Penguin Companion to American Literature		x	

TITLE	CHS	CPL	NASH
Penguin Companion to Classical Oriental & African Literature		x	
Penguin Companion to English Literature		x	
Penguin Companion to European Literature	x	x	
Poetry Explication			x
Preserving Your Past		x	x
Rand McNally Commercial Atlas		x	x
Random House Dictionary of the English Language	x	x	x
Reader's Digest Almanac		x	x
Reader's Encyclopedia		x	x
Reader's Encyclopedia of American Literature		x	x
Reader's Encyclopedia of Shakespeare		x	x
Readers' Guide to Periodical Literature	x	x	x
Resources in Education (Index to ERIC)			x
Searching for Your Ancestors			x
Short Fiction Criticism			x
Simplified Genealogy for Americans			x
Social Sciences Index			x
Standard & Poor's Investment Reports		x	
Survey of Contemporary Literature		x	x
Taylor's Encyclopedia of Government Officials	x	x	
Tracing Your Ancestry		x	
Tracing Your Roots		x	
Twentieth Century Literary Criticism			x
Twentieth Century Short Story Explication			x
Webster's Biographical Dictionary	x	x	x
Webster's New Geographical Dictionary	x	older ed.	x
Webster's Third New International Dictionary	x	x	x
Who Was Who in America		x	x
Who Was Who in American Sports			x
Who's Who			x
Who's Who in America		x	x
Who's Who in American Art			x
Who's Who in the South and Southwest		x	x
World Almanac and Book of Facts	x	x	x
World Book Encyclopedia	x	x	x
World Who's Who in Science			x

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APPENDIX VII

SLIDE-TAPE SCRIPTS

INTRODUCTION

"LEARN THE LIBRARY WAY IN CHICKASHA"

Script

Slide Number	Narration
1	(Title frame)
2	(Logo) Chickasha, Oklahoma is a city of progress, with the ultimate goal of building bright tomorrows today.
3	Its people are an enthusiastic people. . .
4	a progressive people. . .
5	people of many walks of life. . .
6	of many interests and abilities.
7 & 8	Its people are YOU.
9	In order to progress educationally. . .
10	professionally. . .
11	or to expand one's leisure interests, people need information.
12	Chickasha's library media centers are designed with you in mind--to meet your needs in education, recreation, and information.
13	The Chickasha Public Library, located at 6th and Iowa, is supported by the city.
14	The public library offers a variety of services. . . .
15	But its ultimate goal is to serve the needs of YOU, the citizen of Chickasha and Grady County.
16	The head librarian supervises a staff of assistants who work together to help you. She also meets with the library board, city manager, and Friends of the Library.
17	The library board, appointed by the mayor with the approval of the city council, serves in an advisory capacity concerning library policies and services.
18	The Nash Library, on the campus of the University of Science and Arts of Oklahoma, is funded by the state through the Board of Regents for Higher Education. . .

and administered by the President of USAO. . .

and the Vice President for Academic Affairs.

The library director supervises all operations of the library, prepares the budget, and works with the other department chairmen to see that the needs of the faculty and students are being met.

The assistant librarian for technical services supervises the acquisition of materials, cataloging and processing them for circulation, and maintaining of all the records of current holdings.

The assistant librarian for public services supervises reference services, circulation of materials, . . .

displays, tours, talks to special groups, . . .

handles interlibrary loans, and is ready to answer questions the library user may have.

The Chickasha High School Library Media Center, at 19th and Chickasha, . . .

is located in the center of the main classroom building.

The library media director coordinates the services and functions of the library media center, . . .

working closely with her staff, the faculty, and administration to meet the information needs of the school, its students and faculty.

The high school library is supported by the superintendent of schools and the school board.

Because the word "library" comes from the Latin word "liber" meaning book, we sometimes think of the library as simply. . .

a collection of physical objects called books.

Actually, a library is as important to our modern society as a motor is to a car, . . .

a fin is to a fish, . . .

or a brain is to a person.

Our libraries in Chickasha have basic similarities.

Each has a card catalog, an index to all the books and materials within a particular library.

39 There are general encyclopedias, . . .

40 subject encyclopedias for specific interests such as sports, social sciences, or wildlife, . . .

41 indexes to such things as collections of short stories, plays, and poetry, . . .

42 magazines for interests from sports to gardening, money management to movie stars, . . .

43 and books of all kinds for children, . . .

44 for senior citizens, . . .

45 for the science fiction buff or the mystery fan, . . .

46 for the person in business, . . .

47 for students preparing for their life work.

48 Information is available in other formats too: filmstrips, cassette tapes, record albums, and magazines on microfiche, to name a few.

49 Art displays allow the public to view the work of local artists, ...

50 and bulletin boards and display windows emphasize special events, holidays, and book collections.

51 Of course, with an abundance of material readily available to you, we know that you may also have questions to raise:

What is available on a particular topic?
How can I find what I want in a hurry?
or perhaps,
I know what I want, but I don't know how to ask for it!

52 The librarians and their staff are willing and waiting to help you find the answers to your questions, from finding a book on the shelf. . .

53 to locating the address of a government official, or the statistics on a recent survey.

54 The public library has meeting rooms available for civic clubs, film festivals, or business groups, . . .

55 and summer reading programs for school-age children.

56 It also has access to services of the Oklahoma Department of Libraries. ODL offers grants to public libraries for special projects which expand services to the public.

57 A literary grant recently provided funds for the literacy program offered to Chickasha residents.

58 O.D.L. is also helping libraries develop materials and programs on Oklahoma's diverse cultural heritage through a project called Oklahoma Image. O.D.L. staff are available to assist in planning local projects and to hold workshops for library staff.

59 The Nash Library has a wide range of government publications and indexes including the Congressional Indexing Service which indexes in a single year over 85,000 publications of Congress, including hearings, prints, reports, and documents. The CIS also provides full information for obtaining these publications, either in their original or microfiche form.

60 The American Statistics Index is an index to government statistical publications. By using the ASI, the user might search out sources of topics such as oil spills, foreign policies, or the defense budget.

61 The archives collection at the Nash Library includes information on the history of Chickasha and the Anna B. Lewis collection of Oklahoma and Southwest history.

62 The Chickasha High School library has an extensive collection of career-related materials, including numerous books, encyclopedias, and filmstrips about specific careers.

63 The student can find helps on how to write a resume, interview for a job, send in a college application, or apply for a scholarship.

64 The VIEW program, funded through the State Department of Vocational and Technical Education in Stillwater, contains up-to-date information on numerous job outlooks in Oklahoma.

65 Also at the high school is a microfiche collection, containing several years of magazine titles in micro-format, reproducable to readable size on a viewer. This allows the library to hold several years' worth of subscriptions in a limited space and in a more efficient way.

66 The student can also find on microfiche, pages from the New York Times of Current Events and Great Events in History.

67 Since each of our three libraries has certain resources not available at the others, we make a special effort to cooperate in sharing materials. If one library does not have the information you need, one of the others might be called upon to help out.

68 All three libraries are served by an interlibrary loan service. Material not available locally can be requested by a librarian for the patron and borrowed for a designated loan period.

69 Whatever the need, if it involves finding information, we want to help. So. . . give us a visit and check us out!

70 You are important. You are our reason for being.

71 After all, without people, our purpose would cease to exist!

72 (Credit frame)

73 (Produced under the auspices of. . .)

LIBRARY MEDIA CENTERS ARE FOR TEACHERS, TOO!

Script

Slide Number	Narration
1	(Title frame)
2	The library media center at your high school offers a variety of services, material, and equipment that can be helpful to you, as a teacher, both in the classroom setting. . .
3	and during your planning periods or other time as you seek to increase your own professional knowledge and skills.
4	The library houses several thousand books covering subjects offered in the school's curriculum, as well as books for entertainment and professional growth.
5	The librarian is familiar with the collection and is available to assist you in locating materials to meet your needs.
6	She may have a special subject bibliography on file, or, at your request, will compile a bibliography of those books and other materials that the library holds on a certain topic or unit of study that you will be covering later in the year.
7	The LMC also houses a wide variety of audio-visual software, including sound filmstrips, cassette tapes, record albums, transparencies, and captioned filmstrips.
8	These audio-visual materials are cataloged by subject and title in the card catalog and are coded with a black strip across the top of the card.
9	At the beginning of the year, a separate book catalog is also distributed for the teacher's use. This can be kept on file in the teacher's office or desk for ready reference throughout the year.
10	16mm films are rented from various film libraries including free film-loan companies. Rental requests must be made through the library at the end of the spring semester so that confirmation can be made by the fall.
11	Equipment to use these resources are circulated from the LMC. Overhead projectors, filmstrip, sound-filmstrip, and 16mm projectors, opaque projectors, record players, tape players, and auto-vance machines are a few of the variety of equipment available for checkout.

Slide Number	Narration
12	A primary typewriter, for headlining or designing transparencies can be used in the media room.
13	A laminating press can be used for mounting pictures and preserving bulletin board material under a plastic coating.
14	The library subscribes to many periodical titles as well as a few newspapers. Some of these periodicals are professional journals. Current issues are located in the professional collection.
15	Those titles of particular interest to a certain teacher or subject area will be routed directly to you by the librarian at your request.
16	At the end of the school year, when subscriptions are renewed, the faculty is given the opportunity to make requests for new titles to be ordered or for titles to be deleted if their usefulness has proven unsatisfactory.
17	Besides periodicals, the professional collection, located on the east end of the LMC, contains books reserved for faculty use. Some of these deal with particular subject interests, while others are concerned with such topics as curriculum planning, discipline control, working with gifted or special needs students, and administrative management.
18	Items in the professional collection are coded in blue in the card catalog.
19	You are encouraged to use this variety of resources available to expand your own knowledge and perhaps find ideas that will inspire you in the daily task of inspiring your students to learn.
20	To liven up your room and enhance your students to learn (even when their eyes may wander from the front of the room!) the LMC keeps bulletin board materials, maps, and posters, in stock . . .
21	in a set of map cases, readily accessible for your browsing and choosing those that meet your needs.
22	Now, here are a few ways that teachers can love a librarian!
23	ACCOMPANY YOUR CLASS TO THE LIBRARY. Be ready to assist the librarian in helping students find and use materials., Help the librarian maintain a pleasant, quiet, and disciplined working environment.

Slide Number	Narration
35	Whenever possible, see that your students reshelve or properly put away library materials when they are through using them. Encourage students to develop pride in the way their library looks and operates.
36	COMBINE EFFORTS TO PROVIDE LIBRARY SKILLS EDUCATION. Work with the librarian to develop and implement an effective library skills training program. This provides an excellent opportunity for teachers and the librarian to team teach. Helping students see the relevance and interrelatedness of library research skills and classroom studies can yield rich educational rewards.
37	At the beginning of the school year, the librarian is available for a series of library orientation classes, usually held through the freshman English classes.
38	These sessions are designed to acquaint the students with the basic services of the library and the skills he or she will need in making the most effective use of the LMC through the high school years.
39	Throughout the year, the librarian will give book talks or mini-sessions to classes or small groups as special needs arise, such as getting started on research papers, or using a special collection in the library.
40	SHOW THE LIBRARIAN YOU CARE. Let the librarian know you value, appreciate, and care about the many benefits offered by the library through its materials, program, and professional services. Not only will the librarian love you for it, he or she will try just that much more to give you and your students the kinds of super library services you deserve.
41	(Credit frame)
42	(Produced under the auspices of. . .)

Slide Number	Narration
24	ESTABLISH AN "OPEN DOOR" POLICY. Invite the librarian to visit your classroom often to give book talks and provide library materials to enrich classroom instruction.
25	BE "LIBRARY MINDED". When student informational questions arise in your classroom, be enthusiastic in suggesting students use the library to search out the answers. Develop students as seekers and skilled finders of knowledge.
26	ANNOUNCE THE "STAMPEDE" IN ADVANCE. Provide the librarian with advance warning when your class will be needing a great deal of material on a particular subject.
27	This gives the librarian time to find needed resources, to place them on reserve when appropriate, and to acquire additional interlibrary loan materials.
28	If a whole class will be using the library at one time, ask the librarian to schedule you in.
29	HELP THE LIBRARIAN WITH MATERIALS SELECTION. Become familiar with the library's collection of materials in your teaching area.
30	As a subject specialist, offer the librarian purchase recommendations and freely share professional reviews for library items you and your students could and would use.
31	Take part in opportunities to review new materials during in-service days at the beginning of the school year.
32	INVITE THE LIBRARIAN TO CURRICULUM MEETINGS. Keep the librarian up-to-date on what your students are studying each semester, month, and week. Doing so will give the librarian a chance to better serve your long-range and short-term class needs.
33	PARTICIPATE ACTIVELY IN LIBRARY PROMOTION EFFORTS. Support promotions such as National Library Week. . . book fairs, special displays, and various projects. Your involvement can often make the difference between a good promotion and a great one!
34	ENCOURAGE "MANY HAPPY RETURNS". Cooperate with the librarian by helping to remind students to return or renew library materials on time.

PUTTING THE PUZZLE PIECES TOGETHER

or

HOW TO FIND A BOOK IN A HURRY

Script

Slide Number	Narration
1	(Title frame #1)
2	(Title frame #2)
3	When you first move to a new town, you soon have certain landmarks that help you get around.
4	The church, . . .
5	post office, . . .
6	shopping center, . . .
7	a friend's house, all aid you as you orient yourself to your new surroundings.
8	When you visit a library for the first time, you also have certain landmarks to help you get around.
9	You must find the card catalog and the arrangement of books, . . .
10	the vertical file of pamphlets and news clippings, . . .
11	audio-visual equipment, . . .
12	the procedures for using materials, and the people who are there to help you in order to find your way around. Usually the first and most important thing to find is the card catalog.
13	The card catalog is your key to finding all the materials in the library.
14	It is a cabinet of small drawers in some central place in the library, in which cards are filed alphabetically. The card catalog tells you whether the library has a particular book or other form of information on a special subject.
15	To make the card catalog easy to use, books are generally listed in the catalog by three approaches--author, title, and subject.

Slide Number	Narration
16	Perhaps you want to find the book Oliver Twist, or another book for which you know the title but not the author. Look in the card catalog for the title card filed alphabetically.
17	A few simple filing rules will help you use the card catalog. The articles a, an and the are not considered when filing. For example, A Tale of Two Cities would be filed under T.
18	Titles that begin with numbers or abbreviations are filed as if they were spelled out. For example, 101 Dalmatians would be filed under One. Also, words like St. Nicholas and U.S. would be found under Saint and United.
19	Last names beginning with Mc would be filed as if they were spelled M-a-c. So you would look for McMurray or McPherson as if they were spelled M-a-c Murray or M-a-c Pherson.
20	Nothing comes before something; the space between words is counted as nothing. So, you would look for All is Well before Allan Jones, . . .
21	and you would find Go Tell it on the Mountain before Gone With the Wind.
22	Here is a possible list of title cards in the order they would be found in the catalog.
23	If you know these three basic filing rules and can apply them, the card catalog will be easier to use effectively.
24	If you know who wrote the material you are looking for, or you want to know all the material the library has by a certain person, look under his or her last name.
25	If there are several authors with the same last name, cards for their books are filed by last name, then alphabetically by the first names. If an author has written several books, the cards will be filed under his or her name and then alphabetically by title. Here is a possible list of author cards in the order they would be found in the catalog.
26	If you are interested in finding all the materials the library has on a particular subject, the subject cards will help you. If you are looking for information on automobile repairs but don't know any authors who have written about auto repairs, look under the subject heading in the card catalog. A possible subject heading to look under is AUTOMOBILES, followed by the subheading REPAIRING.

Slide Number	Narration
37	4) whether the book contains a bibliography—which would lead you to other information on the same subject, and 5) a listing of the contents of the book, or a brief annotation or summary of the book.
38	Most importantly, every catalog card will have a call number in the upper left-hand corner. This call number is the "home address" of the book, filmstrip, or other item.
39	However, just as you need a map when trying to locate the address of a friend in an unfamiliar town, you need a map to find material in a new library. Take a look around the library; you will often find "location signs" and other directions to help you. Of course, the librarian or other staff will be ready to help you if you get lost!
40	The library usually has areas for separate collections of fiction, biography, non-fiction, reference, short story collections,
41	periodicals and newspapers, . . .
42	and pamphlets.
43	There may also be separate sections for mystery and science fiction, for children's books, and for government documents.
44	All of the books are on shelves, but audio-visual materials are usually housed separately.
45)	Small items such as news clippings, pamphlets, brochures, and small pictures are kept in file drawers or hanging file folders called a Vertical File or Pamphlet File. The vertical files are arranged alphabetically by subject heading, and material can usually be checked out overnight.
46	The high school library also has a biography file, with material filed by last names of people; and a career file, with material arranged by a numerical system designed for careers.
47	We've already said that the call number is located in the upper left-hand corner of the card. Now let's take a closer look.
48	The call number is basically made up of two parts. The first part tells you in what collection the book is located. It may be an abbreviation, for example: F for fiction B for individual biography or R for reference;

Slide Number	Narration
27	Here is a possible list of subject cards in the order they would be found in the catalog. Subject headings are usually typed in red or in capital letters to make them stand out.
28	One important deviation in the alphabetical order of subject cards in the card catalog occurs in historical subjects. Historical subtopics are arranged chronologically under the main subject. For example, the subject U.S.--HISTORY might have subtopics filed in this order.
29	Sometimes you need to use some imagination to find a subject in the catalog. If you don't find any subject cards under HEREDITY, for example, you would have to ask yourself what what other subject might be used to include this one. A possible answer in this case might be BIOLOGY, DNA, or EVOLUTION. A book about any one of these subjects might contain information about heredity.
30	To help you find a subject used in the library, the card catalog often contains some special cross reference cards. If you looked for information under ENERGY, you might find a card that says: ENERGY See FORCE AND ENERGY You would then know to look under FORCE AND ENERGY in order to find books on energy.
31	Another kind of cross reference card will refer you to related subjects the library holds. For example, after a group of cards with the heading TREES, you might find a card which refers you to the subject FORESTS AND FORESTRY for related materials.
32	Other reference cards may give other instructions that will help you in your search for information. For example, you may be directed to the vertical file for additional information.
33	Now let's take a closer look at one catalog card to see what other types of information can be found. There may be times when extra information will help you decide, BEFORE YOU LEAVE THE CARD CATALOG TO SEARCH FOR THE BOOK, whether or not a particular book or other material will meet your needs.
34	Cards often tell you: 1) publication information, including the date--useful if you want only current information.
35	2) whether the book is illustrated, has charts and maps, and if some or all illustrations are in color.
36	3) the number of pages in the book,

Slide Number	Narration
59	The Library of Congress classification system uses the same principle as the Dewey system--it keeps books on the same subject together on the shelves. The Library of Congress system is used more frequently in college libraries and large and technical libraries. It allows more specific categories of subjects by using a combination of letters and numbers.
60	In this system, the first letter stands for the large, general category into which the subject of the book fits. There are 20 of these large categories.
61	Each of these large general classes is then divided, using a second letter.
62	Still further subdivisions are then made by using numbers.
63	We've already mentioned some of the location symbols for special collections such as B for biographies or SC for short story collections. There may also be color-coded cards in the catalog. The public library has large-print books on its shelves.
64	These are indicated in the catalog by a red strip on the card.
65	The high school library has a career collection, a professional collection, audio-visual materials, and Great Events on Microfiche, the cards for these being coded with their own identifying color strip.
66	For example, all career-related materials are coded in orange.
67	The college library has certain books on reserve, for use in the library only. The catalog cards for these books have the word RESERVE typed below the call number.
68	When you find the book or other item you wish to check out, be sure to take note of the proper check out time. Is the item checkable for two weeks? 3 days? overnight? Keeping this in mind will help you prevent having overdue materials.
69	All of these guides are available to help you find what you need. But sometimes you will want or need further assistance.
70	In that case, always remember--don't hesitate to ask a librarian for help. Our primary purpose for being is to help you in every way possible.
71	(Credit frame)
72	(Produced under the auspices of. . .)

Slide Number	Narration
49	or it may be a number or combination of numbers and letters to classify books by the subject category.
50	The second line gives the location of the book on the shelf within the particular collection specified in the first line of the call number.
51	Novels are usually classified as fiction and kept together, arranged on the shelves in alphabetical order by the author's last name.
52	A biography is a story about a real person. If the story is written by the person himself, it is called an autobiography. In the biography collection, the books are arranged according to the name of the person written about. In this way, all biographies the library has on Beethoven, for example, will be together on the shelves.
53	If the book contains a collection of biographies, it would be impossible to alphabetize it by the names of all the people written about, so it must be alphabetized by the author. It would be marked 920 (if the library uses the Dewey Decimal System) and shelved with the other 920's in sequence by author. These would be located on the shelves after all the individual biographies.
54	Non-fiction books other than biographies are arranged on the shelves numerically. The purpose of the classification system is to keep all the books on one subject together.
55	Two common systems used in libraries in this country are the Dewey Decimal Classification and the Library of Congress Classification. Each is a way of keeping all the books on the same subject together. The Dewey Decimal System will be discussed first, since it is used in our public and school libraries.
56	If you would pick any number from 1 to 999 and then go to the shelves of books, you would find that all of the books with that number are on the same subject.
57	The Dewey system is called Dewey Decimal because it is based around ten large subject categories, or disciplines.
58	Each of the ten general classes is subdivided as much as necessary.

SPECIAL COLLECTIONS FOR SPECIAL NEEDS

Script

Slide Number	Narration
1	(Title frame)
2	Our libraries in Chickasha strive to meet the total information needs of the community. With this in mind, our resources include special collections of material to meet varying needs.
3	This filmstrip will seek to introduce a few of our special collections, with a focus on genealogical materials.
4	The public library subscribes to several business and investment materials including Standard and Poor's Corporation Descriptions. These are published periodically in two sections:
5	one containing company descriptions and supplementary news items printed on white paper. . .
6	. . .the other, the Guide and Index, on yellow paper.
7	Because Standard and Poor's are published periodically in sections, company descriptions are revised regularly. Therefore, the user can find basic information and the latest developments on a particular company.
8	The Nash Library, on the USAO campus, houses an archives collection of local history materials, including . . .
9	the Anna B. Lewis collection of Oklahoma and Southwest history and Indian territory.
10	It also houses materials on speech and hearing, working with the deaf, mainstreaming the deaf and hearing-impaired into the classroom, and other materials which show how to implement Public Law 92-142 which involves full-opportunity education for the special child.
11	The Chickasha High School library has a special career collection including books, . . .
12	filmstrips, . . .
13	microfiche, . . .
14	and vertical file materials.

Slide Number	Narration
15	The high school library also subscribes to the Great Events and Current Events from headlines of the New York Times on microfiche. Microfiche readers are available for using these as well as back issues of several magazine titles.
16	The public library and Nash library both contain genealogy materials.
17	A pamphlet file at the public library contains a family tree diagram from which you can copy for personal use.
18	Research information forms to use as you gather data are also available to copy.
19	Histories of some families have been donated to the public library on permanent loan by Chickasha residents.
20	How-to books for the beginning researcher are available for regular checkout. These can be located by looking in the card catalog under the subject heading, GENEALOGY.
21	Other materials are strictly for reference use only. These include old city directories back to 1920 and old phone directories back to the 1950's.
22	The 1900 Oklahoma Census is available on microfilm, and other censuses or lists of names can be special-ordered through interlibrary loan.
23	Bound DAR magazines include listings of families in the Daughters of the American Revolution.
24	The Genealogical Helper is the largest magazine devoted exclusively to genealogy. It has several types of information for amateur genealogists. It also contains articles about different types of research problems commonly encountered.
25	The Genealogical Helper always has a list of amateur genealogists and the surnames they are working on. Most genealogists are willing to share information because they are hoping to find the same type of willingness from others.
26	The Handy Book for Genealogists is a history of counties, showing maps of county boundaries, both original and current, addresses of places to write for legal information such as birth, marriage, and death records, and court and land records. It is basically United States in scope with states listed alphabetically, followed by some foreign countries.

Slide Number	Narration
27	The genealogy reference librarian is ready to assist you in using any of these materials, and USAO often offers a night course in historical research.
28	For further information and assistance in doing a genealogical search, you can write to: National Archives and Records Service General Services Administration Washington, D.C. 20408
29	Assistance for your special needs is available, not only at the library but through local people. Contact your librarian for help in this area. She or he will be eager to help you make the right contact with the right person.
30	(Credit frame)
31	(Produced under the auspices of. . .)

WRITING A RESEARCH PAPER--GETTING STARTED

Script

Slide Number	Narration
1	(Title frame)
2	Writing a research paper involves investigating a topic in detail and attempting to use the facts you've found in writing an organized paper.
3	As you learn to use the resources available, you will discover that writing a research paper can be enjoyable and personally rewarding.
4	The first step is choosing a topic. Sometimes you have no choice of the general subject of the paper, but even when your instructor has given you an assigned subject, you need to think through what the subject could mean and narrow the scope to fit the purpose of your paper. Choose a topic that interests you, then narrow that topic to fit the required length and time available for research.
5	If the subject is too broad, you will have more material than you can handle. It is better to choose a specific topic and then research it thoroughly.
6	For example, you don't want to start out with a vast topic such as energy. You might concentrate on one type of energy--solar energy--and narrow the topic down further to solar heating in the home.
7	After you have chosen a topic and can give a brief statement of what your paper will be about, think of some specific questions for which you want to find the answers. A general question may later be developed into the thesis statement around which the rest of the paper will be developed.
8	Now you are ready to begin locating some sources of information. To do this, you need a working knowledge of the library's resources.
9	If you need background information on a topic, a general encyclopedia may be helpful. The encyclopedia articles often include cross references to related articles and a bibliography which will direct you to further readings.
10	Here is a bibliography which follows the article on Shakespeare in the World Book Encyclopedia.
11	For unfamiliar terms or phrases, a specialized dictionary or encyclopedia will help.

12 Next, check the card catalog--an index to all the books and other materials the library has. There may be several subject headings under which books related to your topic are listed.

13 The Reader's Guide to Periodical Literature will lead you to useful articles in magazines and journals.

14 Entries are arranged by author and subject.

15 Audio-visual materials may also contain helpful information. The card catalog will have title and subject cards for the filmstrips, tapes, and other audio-visual materials as well as for the books it holds.

16 If you are confused and need help finding reference materials, consult a librarian. The librarian may be able to guide you to sources you've overlooked.

17 As you search the library resources, make a working bibliography. A working bibliography is a list of all the sources you plan to consult in researching your subject.

18 As you check the card catalog or the reference shelves, make complete bibliography notes for each source that may help you.

19 Keep the bibliography notes on a set of cards. In this way, you can keep the cards organized and add to or discard sources as needed.

20 Whatever system you use, be consistent and complete. Bibliographic information must include at least 3 things:

1. Identify the item.	(title, author)
2. Identify the source of the item.	(publisher, place, date)
3. Identify the location of the item.	(complete call number)

21 Here are two sample working bibliography cards. By writing down complete information at the beginning, you will save much time later searching for material again.

22 When writing down possible articles from the Reader's Guide, be sure to include complete information: Title of article and of magazine, issue date, and page numbers.

23 Now it is time to assemble the materials you have found and to select those which will be useful to your purpose.

24 If you are not familiar with a book:

1) Read the introduction or preface. It will give an overview of the book's purpose and scope.

25 2) Note the arrangement of material; scan the table of contents.

26 3) Look up meanings of abbreviations and symbols used.

27 4) To save time, scan the index to locate content, and check any cross-references.

28 These steps will help you avoid grabbing the first book that looks promising and beginning to read on page one. Very few whole books will apply to your own limited topic. You may use one chapter or only a few pages from one source. Make brief notes of the parts which look useful and put aside cards for those books that are not useful to you.

29 A wide preliminary reading will give you a feel of the topic and may cause you to redirect your approach if needed. Now you are ready for careful reading and notetaking. Careful reading and thoughtful notetaking are the key to the success of your reference paper.

30 As you read, jot down the author's main ideas, and include names, dates and figures that you may want to use later.

31 Remember, writing a research paper does not involve merely summarizing a book or article; nor is it a string of ideas copied from several authors and glued together like a collage.

32 Rather, you are trying to get from your reading only the material and ideas that relate to your problem or question, then thoughtfully evaluating it and using it to develop your own conclusions.
Good notes should be taken so that you do not have to look at your source again.

33 Here are a few suggestions to help:

1) Identify your source on each note card--with a key word in the title, the author's last name, or some other system which you devise. Whatever method you use, be consistent.

34 2) Write only one thought or quotation on each note card. When you are ready to write the paper, you can easily arrange the cards in the order you plan to use them and put aside notes you decide not to use.

35 3) Notes can contain direct quotes or paraphrases, but these should include page numbers to be used in the footnotes. The author should always be given credit for his ideas.

4) Notes can also contain your evaluation of material.

36 5) As you complete note cards for each source, reread the notes to check for incomplete thoughts or missing page numbers. Also check the bibliography cards to see that the information is complete. This will save backtracking later.

37 6) An outline will help you organize your thoughts. It should include main ideas and subtopics of those ideas which you wish to cover.

38 7) As you complete your notetaking, if the notes have been properly taken, they can be sorted by your outline and the organization of your paper is practically done.

Remember, there is no single proper way to take notes, but the system you use must be consistent, accurate, and complete.

39 The system you use for the actual writing of the paper will also vary. Your instructor will give you basic requirements to follow.

40 Further details on bibliographies, footnotes, outlines, and general format can be found in such sources as Kate Turabian's Manual for Writers of Term Papers.

41 By following these basic suggestions and using the library resources available to you, you are well on your way to a successful reference paper.

42 (Credit frame)

43 (Produced under the auspices of. . .)

July 1980

APPENDIX VIII

Interlibrary Loan Policy

The slide/tape/workbook program LEARNING THE LIBRARY WAY IN CHICKASHA is an Oklahoma Department of Libraries funded cooperative project between the Chickasha Public Library, the Chickasha High School Library, and Nash Library of USAO. The grant was administered by the Chickasha Public Library. These materials may be borrowed from the Chickasha Public Library. The loan period is two weeks plus travel time but the total shall not exceed three weeks. The borrowing library will pay the postage and the insurance both directions. The items should be insured for $200.00. Questions regarding the borrowing of the materials should be directed to:

Mrs. Jimmie Lee Welch, Director
Chickasha Public Library
527 Iowa St.
Chickasha, OK 73018

If and when the Chickasha Public Library materials are not available for borrowing, the Chickasha Public Librarian will contact one of the other cooperating libraries for usage of their materials and complete the interlibrary loan.

This policy has been approved by the cooperating libraries.

Chickasha Public Library by

Jimmie Lee Welch Date 7-16-80

Chickasha High School Library by

[illegible] Date 7/16/80

Nash Library - USAO by

William A Martin Date 7-16-80

APPENDIX IX

PROJECT LOGO